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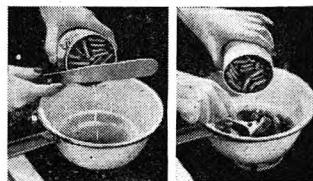
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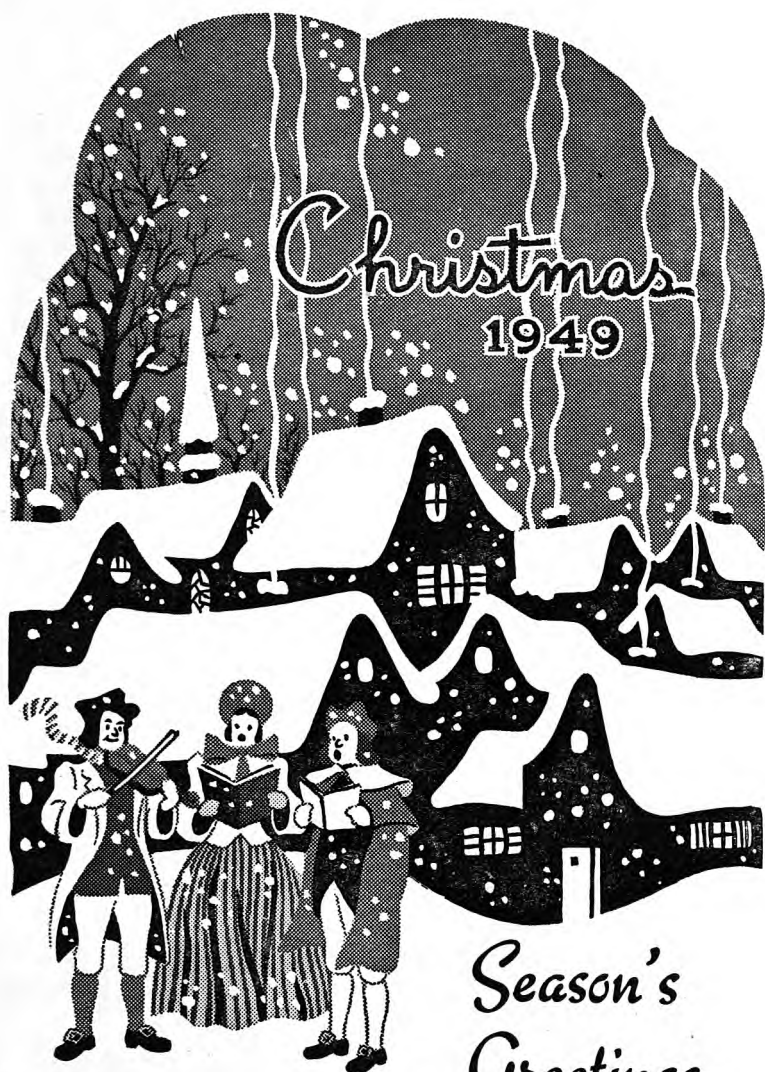
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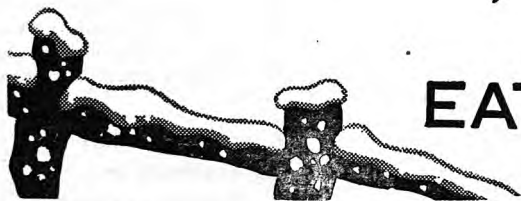
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from

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THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

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A.T.A. FALL CONVENTIONS

OUR consultants and speakers at the fall conventions all stressed the need for more teacher participation and responsibility in school affairs. They emphasized the teacher's place in a democratic society and the fact that officials, principals, teachers, and trustees must work together in a common cause—better schools for the boys and girls of Alberta.

"Every teacher should constantly search for talents the pupils have, and which should be developed for the pupils' benefit and for the good of society. . . . Toleration is possible only through education. . . . The one way to ensure world peace is through education. . . . Teaching is one of the most difficult jobs in the world today and should be entrusted only to those of superior abilities and after adequate training."

Our visiting speakers approved of our system of conventions where representatives of the Department, the Faculty, the Alberta Teachers' Association, the States, and other provinces in Canada were able to place their points of view before numerous groups. Such a scheme will result in the development of an Alberta philosophy of education, something Alberta has never had, and will make it practically impossible for any special interest group to control educational planning. One improvement might be more interchange between our school leaders and those of other provinces and some of the states.

Hon. Ivan Casey, Minister of Education, discussed education as a profession, with special reference to pensions, salaries, the noticeable progress towards a provincial salary schedule, the shortage of teachers, the need for some method of teacher selection, and a longer training period.

The minister's words were encouraging. They came at a time when it seemed that teaching in Alberta would always be thought of as a stepping stone to a career, not as a career in its own right. Teaching in Alberta has been dealt nothing but heavy blows since we got our new pension scheme, such blows as *Section 293a*, making school boards subservient to municipal councils; *Section 178*, which took away some of the security of principals; and the reduction of 10% in equalization grants, when provincial incomes were higher than ever before in Alberta's history.

Right now education needs a boost and it is hoped that the minister's statements mean that something good is in store for Alberta schools—

possibly, increases in grants, and some measure of protection for teachers in cases of transfers, the right to appeal to a neutral body where the evidence is given under oath and where the witnesses are subject to cross-examination.

TEACHERS WANT SHARE IN MAKING SCHOOL REGULATIONS

REGULATIONS with respect to schools have been drawn up by the Department of Education and issued under *Orders-in-Council*, the latest one being *Order-in-Council, No. 144-47*.

Also, some school boards in the province have drawn up regulations which, in some cases, do not conform with *The School Act*, or with regulations issued by the Department of Education.

It is our opinion that all regulations should be included in collective agreements, as differences may develop if the employing body makes regulations other than by agreement with the employees. With respect to school regulations, teachers, through their Association, want a share in making the regulations dealing with the school and/or the teachers. And they are going to bargain about all these regulations, sooner or later.

According to *The Department of Education Act*, the Department may have the right to issue regulations about all the schools in the Province of Alberta without consulting either the trustees' association or the teachers' association, and a school board may have the right to make regulations about its own schools without consulting either the Department or the teachers in its employ. However, the practice will lead to misunderstanding and friction, which can be avoided by negotiation and collective agreements.

Agreements between school boards, teachers, and the Department of Education must take the place of the present unilateral regulations in order to ensure continuous cooperation and the achievement of mutually desirable objectives in the schools.

The Editor and Staff wish all readers A Merry Christmas and A Happy New Year.

Our President's Column

THE schedule of the 1949 Fall Conventions being completed, we will now turn to assessing some of the outcomes of these group activities. In this consideration we cannot fail to note the shifting emphasis in the character of these conventions. The vitality and purpose shown in workshop conventions is one of the most gratifying trends appearing in these professional discussions.

From August 8-13, Mr. Wiggins, Mr. Ansley and myself attended the Canadian Teachers' Federation Conference held in Ottawa. It was readily apparent that our national organization is principally concerned with the question of federal aid. The recent flurry of interest in the House of Commons evoked by Mr. Knowles' speech in support of the issue was an indirect tribute to the Canadian Teachers' Federation's brief to the Federal Cabinet on the question of federal aid.

A considerable interest was shown in the problems of the several provinces together with an apparent disposition to act in support of teacher groups in those less fortunate regions.

It would seem that we, along with several other provinces, are continuing to put more into the Canadian Teachers' Federation than we stand at present to receive from it. However, this will not always be the case. With an increased budget, and closer cooperation between its member groups, the Canadian Teachers' Federation stands to become a dynamic force in the national education scene.

This column would not be complete without some thoughts in connection with the Banff Workshop of the Alberta Teachers' Association. Your representatives, and the Magazine have acquainted you with the over-

all organization and program of the conclave. It should be interesting to speculate as to the inspiration of the idea.

Now that much, or the major portion of the original platform of the Alberta Teachers' Association has been realized, we find ourselves faced with some need for re-orientation within our professional group. This need has not appeared suddenly; but has been growing year by year, until we find that it has become of vital concern to all.

One of our Executive committees may be disposed to do the preliminary spadework in this fact-finding stage. However, there is, as always, critical need for serious forward thinking by every Alberta teacher who is profession conscious. The business of striking goals and objectives to be the guiding principles of our Association for the next decade or so, is the most profound task facing us. One would like to think that our local groups will be found ready and willing to accept this heavy responsibility.

The Banff Workshop should be regarded as the first step in this direction. Many more must follow if we are to bring all locals abreast of current thinking on the ever-present problems facing us. In time we should have a competent, informed, and critical core of people in every local association.

It should be realized that the workshop is a venture destined to educate for professionalism. There is no place in our organization which at present sets this group in a place of parallel authority with locals, emergent meetings, or with the Annual General Meeting. It is not another pressure group, and must never stray to that position. The creation of a hard core of permanent, professional

people, well-versed in all Association business, quick and willing to offer advice, criticism and leadership at all levels in their professional organization, must continue to be the single purpose of this venture.

Much concern is felt with respect to the general tone of press reports of prospects for increased grants in aid of education. The position taken by the Cabinet to date on the question is not definitely known, but the vague references made to the question by Cabinet Ministers are not encouraging.

Education has listened to verbal evasions such as these in the past. Today, however, it passes the limits of human credulity that our government, holding the strings to the most swollen purse in provincial history, should advise municipalities and school boards to economize. We must continue to marvel at the restraint with which these local authorities react to suggestions that school buildings are "whims" of the people. Certainly, Alberta is feeling only the first of the influx that will attend

her increasing prosperity. How reasonable is it to assume, that the authority who is profiting so handsomely from our flood of oil, should blandly disclaim all responsibility of equal educational opportunity for capital grants to provide new buildings for swollen enrollments, for realization of this grand myth of equal educational opportunity for all?

School Boards and the Alberta Teachers' Association must continue to spearhead the drive for a better deal for education. We must face the government squarely at every opportunity with our insistence for a share of the golden flood. We must go out to the electors and place the responsibility for the dire plight of our schools where it belongs—with the provincial government.

May I extend to one and all at this time the greetings of the Provincial Executive, the wish for a Happy Christmas and a Prosperous New Year.

F. J. C. SEYMOUR.

WOTP Assembly in Canada

Ottawa, Canada, will be host to the fourth Delegate Assembly of the World Organization of the Teaching Profession next summer. On the agenda for the session will be a discussion of the ways teachers may secure the support, understanding, and cooperation of the public in the educational process. The meeting will be July 17-22, 1950.—NEA News.



PEACE Comes in Small P-I-E-C-E-S

EMMA SCOTT, Staff Writer
Journal of Arkansas Education

WHAT can my school do about peace? How can I, an ordinary teacher in an ordinary classroom, add my influence toward world peace? These questions are troubling all of us.

Certainly any teacher who subscribes to the two democratic fundamentals of the worth of people and the power of education feels under constant pressure to do something. We recognize our obligation to help world peace, but we ask: "What can one person really do?"

It was just such questioning which prompted an informal round table discussion last summer among a group of education writers at the University of Chicago. Leading the discussion and serving as a resource was Dr. Edgar Dale, professor of education at Ohio State University and member of the National Commission for UNESCO.

The answers which came out of that discussion were not sensational or dramatic. (Perhaps only the atom bomb is that, and it doesn't make for peace.) But we did work out some principles and techniques useful in a classroom, in a faculty meeting, or in the committee of a professional organization.

"What precisely do teachers do when they are working toward peace?" was the question we put to Dr. Dale. He replied, "First, peace like charity begins at home—in the classroom, in our home town.

"Second, the time to begin is right now. Quit taking the unfruitful, backward-looking attitude that we should have started five, ten, or twenty years ago.

"Third, peace doesn't mean absence of conflict. Any society that isn't static is going to have conflict. It's a sign of life. We can't eliminate

conflict from the world, but we can learn how to make conflicts manageable."

The ingredients of peace and of war are precisely the same. Both are dependent upon how people arrange their relationships with one another. Peace results when those relationships are arranged with intelligence, understanding, and regard for others. War is human relations gone wrong. And war and peace take place in home, school, and club as well as on the battlefield or in the conferences of diplomats.

What All People Want

What can teachers do toward peace? They can so arrange the activities of their classrooms that boys and girls may find there opportunities to practice and perfect the skills of "get-along-ness."

While children and teacher are practicing these skills in the classroom, there are certain knowledges and understandings about the common needs of all people which will increase their appreciation of those beyond the boundaries of their own classroom, community, or nation. Children and young people know that what they want for themselves, other children and young people in other parts of the world also long for.

We and all other people want love and affection, security, an opportunity to grow, and the chance to be somebody, or status, as the child development people call it. All humanity is united by the common experiences of birth, marriage, and death.

Now this concept of the uniting power of the common needs and wants of people is a big idea. And big ideas can't be transferred from mind to mind just by words. The ingenious teacher knows this and uses every device to develop and nurture that idea in her pupils.

In the hands of a skillful, willing teacher, every subject in the school curriculum can be made an instru-

Edgar Dale, professor of education, Ohio State University, and member of the National Commission for UNESCO, suggests what teachers can do.

ment of better understanding and keener appreciation of the people of other races and cultures. Science, literature, art, and social understandings know neither race, nor color, nor nationality. They are universal. And teachers, by simply reiterating examples, can help their pupils to realize that this is true.

Partners for Peace

Boys and girls need to know about the agencies and movements to promote peace. They need to know, for example, that while UNESCO recognizes clearly the barriers of distance, poverty, and wrong notions, still it accepts the task of helping the people of the world get in touch with one another. It is still aiming at the free movement of people and ideas.

UNESCO says in effect, "When people know and understand one another, they do not fear and suspect." It works, therefore, on the job of removing illiteracy, of translating and circulating printed matter. It prepares and distributes audio-visual materials. It sponsors the exchange of students and teachers between countries.

Boys and girls in today's classrooms will gain from the work which UNESCO is doing, and they need to know what that work is. The student exchange program will be of special concern to them, for its effectiveness will depend upon how many of today's high school boys and girls become exchange students during college.

From School to World Citizen

The school supplements its classroom program by the schoolwide or

community activities which make boys and girls assets to the peace-promoting forces of the world. We can't participate intelligently in world government if we haven't participated intelligently in local or school government.

School organizations offer opportunities for group work through which skill in democratic processes may be gained. Those are precisely the skills needed in the larger community, nation, and world groups. Any teacher, therefore, who contrives to have the school provide situations in which such skills are developed is contributing to world peace.

"All of these suggestions for promoting world peace through the classroom," you are probably saying by now, "are just the common everyday stuff of which good teaching is made." And you are right. You would

be right again if you observed that such suggestions are not, therefore, inconsequential or easy to follow.

They are, however, in keeping with the goal to be attained, and every classroom where they are followed becomes a small piece of the world peace toward which we aim. World peace cannot come in any other way, and teachers who want to help make it come will recognize that this is true.

They will hold themselves to the kind of teaching, the kind of pupil-teacher relationships, the kind of school experiences which lead to peace in the classroom and beyond. They will not, through fear of an atomic bomb, or a cold war, or a communist threat, violate the goal toward which they claim to be working by using methods, or materials, or means incompatible with that goal.

THE LOON'S NECKLACE

Canada's Best Film in 1948

"The award confirms the high regard we have for the film as an educational and cultural medium. We plan extensive distribution through all provincial departments of visual education and the rural circuits of the National Film Board."

This is the comment by Dr. J. G. Althouse, president of the Canadian Education Association on the film, **The Loon's Necklace**, which was judged the best Canadian film of 1948 by Canadian Film Awards, sponsored by the Canadian Association for Adult Education. It was also named among the 11 "world's most outstanding" non-commercial motion pictures at the International Film Festival at Edinburgh, last September, and was recently given first place in the art and music classification at the Cleveland Annual Film Festival.

The Loon's Necklace, considered one of the most unusual ever produced for technique, action, and set design, is a story of Indian folklore told by filming masks carved by the Siwash Indians of British Columbia. It is filmed in colour and a narrator tells the story as 35 actors, wearing the carved wooden masks, enact the legend. The masks, still brilliant in their original pigment, were lent to the producers by the National Museum of Canada.

Believing that the film should be distributed as widely as possible, Imperial Oil Limited obtained the Canadian rights at the beginning of the year and presented them to the Canadian Education Society.

What Is Education?

Reprinted from *The Education Magazine*, of the Department of Victoria, Melbourne, Australia.

I WAS one of a company of 150 students who just closed their college life, some with honors, and not a few without. Before separating to go into the world, never to meet again, we joined in a final dinner. Surfeited with the dignified drivel of college, the students, in a spirit of mischief, cut-out all such stuff, and as a huge joke, invited one of the professors to speak who had never made an address in his life. The hitherto silent one accepted the invitation, to the surprise of every one. And he spoke thus:

"We are in one of the famous banqueting halls of the world. Belshazzar's hall compared to this was a lodging on the third floor back. No such art existed in those days as we see around this room. No such viands graced his board. What was there was elegant for that day, but we live in another age, an age of art, art-craftsmanship and luxury. From the four corners of the earth came the things on this table. From the lowest forms of day labor to the highest form of art, we have around us samples of at least a hundred forms of human work.

"Take this tablecloth to begin with. It is of most exquisite workmanship. It involves weaving—to go further back—bleaching, smoothing, designing. It is a damask linen, beautiful, and most pleasing to the eye. I want to ask a question: Is there any one here who knows from personal experience anything about the labor involved? Have any of you ever contributed any labor to the manufacturing of table linen? I am serious, gentlemen. If any of you have, I would like him to say so."

There was absolute silence.

"I understand then," he con-

tinued, "that the making of such a thing is beyond your ken.

"Let me draw your attention to the samples of pottery here. Surely the men and the women who produce such beautiful things are artists. What a joy it must be for a man to hold a thing in his hand—complete—and say, 'I made it!' Many forms of labour are involved here also—digging the clay, carting, fashioning, painting, burning, baking, and finishing. If there is a man here who has ever touched this form of labour, let him answer? No one!

"There are samples of the most exquisite, and, I know, costly cut glass. That also involved much labour and great art. It is quite an unique industry in itself. I will not detail the process; we see the result; but the various forms of labour involved are practically unknown to us. I would be rather surprised to find a man among you who had touched this industry at any angle."

In this way he went over the silver and dwelt rather lengthily on the subject of mining and the life of a miner. Nothing escaped his notice. He drew attention to the carpet and the rugs on the floor, to the curtains and the drapery of the great windows, to the mural decorations, executed by the greatest living mural painter. There was a rich fresco around the room. He called attention to it. When he had gone over most of the things in the room, he turned again to the table.

"There are cut flowers here," he said. "Most of you have spent some years in the study of botany, but I don't think any of you would undertake to give us a complete classification of what we see and enjoy on the table." There was a disposition to

laugh, but he wiped the smile from every face around the table by quietly saying, "Perhaps you are to be congratulated that you are at an age when a sense of humor covers a multitude of sins, but, personally, I cannot enjoy that which gives me pain.

"I am a representative university man, seriously asking myself and you whether the system we call education educates." The silence became oppressive. The men were thinking.

"Perhaps," he continued, "I should have put you more at ease by telling you at the beginning that I have never experienced the joy of fashioning articles with my own hands. Nor anything useful for that matter. Here we are, then, a group of men on whom a university has set its stamp. We produce nothing we eat; we could not even lend a hand in the making of anything we see around us; and truth compels me to venture the suggestion that, in ninety-nine cases out of a hundred, the chief motive of a college education is to escape actual participation in just such work as gives, or ought to give, joy to the worker.

"A timekeeper performs a useful function, so does a cash register, but the function of education is not to turn out timekeepers or cash registers. It has been truly said that, if ten Bachelors of Arts were wrecked in mid-ocean, they could not build a pontoon to save their lives! They would be equally helpless in any critical emergency where practical knowledge of the ordinary things around us was imperatively necessary. A statement of the problem is not a solution, but we do not gain much by stating that the system is to blame and we are not.

"You are certainly not to blame. You are the victims of whatever system we have. I cannot say that I am blameless. I do not believe that a smattering of languages, of mathe-

matics, and of history is education. I believe the system of cramming these things to pass an examination is pernicious. So, having been asked for the first time in my life to make an address, I have made it an opportunity to enter my protest.

"Education is to prepare and equip for the duties and the responsibilities of life—not to turn out industrial and commercial bosses, gaffers, timekeepers, and cash registers. I would hardly be justified in taking up your time with these observations alone. So, in addition, I want to say this: Most of you are destined to be masters of men. You labour; you will oversee it.

"When you see men around you actually creating beautiful things with their hands, I would like you to remember that it was my opinion that actual labour in the arts and crafts and industries is an infinitely nobler contribution to the happiness of mankind than clipping coupons and living on the sweat of other men's brows.

"It will not come in our day, but the world will ultimately come to understand that the training of the mind is as necessary as the training of the body. Why should it be considered an unthinkable thing that a blacksmith or a carpenter should need an education? Why should college men consider it degrading to handle tools and make useful and beautiful things?

"Why should a university perpetuate such a revolt against nature as a system in which the man who does no useful work at all is considered a gentleman, while the creator of wealth and beautiful things is considered low caste?

"I want to point out to you that the highest form of culture and refinement known to mankind was ultimately associated with tools and labour. In order to do that, I must

(Continued on Page 49)

The Role of a University in Employer-Employee Relations

LLOYD G. REYNOLDS

Reprinted from *The Canadian Unionist*

PART II

Part I of this article by Dr. Reynolds, professor of Economics, Yale University, appeared in our November issue.

Responsibility to the Community

In addition to their function of developing proper standards for public policy, university people have an important educational responsibility to the community at large. They can help to develop a widespread understanding in the community of what industrial relations is about and what are the stakes in particular types of union-management dispute. It is extremely important that there should be in any community a large body of neutral and informed opinion—a “third force”, if you will—which can be called into play as a buffer in union-management disputes.

There is not much a university can do directly after a strike or other conflict situation has actually developed. Indeed, uniformed and emotional intervention by outsiders in a conflict situation usually does much more harm than good. The contribution has to be made in *advance*, by developing public opinion to the point where it can exert a constructive influence on specific disputes which may arise in the future.

Getting Support When Deserved

Many union and management

people are a little inclined to think that what they really need is partisans among the general public. They tend to think either that real neutrality is impossible and that anyone who pretends to neutrality is a hypocrite; or that even if neutrality is possible, it is a bad thing. They feel that the function of a university is to propagate their point of view and to align the public in their side of any dispute.

I should like to suggest that this is a short-sighted viewpoint. Carried to its logical conclusion, it would create a complete cleavage in the community, with everyone lined up on one side or the other and a great gulf yawning between them. It would create, in short, a situation of potential civil war. I should like to ask both labor and management is this what you really want? I think not. I think you really want an insurance policy, a guarantee that if you get into a conflict which you are unable to resolve, there will be outside forces strong enough to pull you out of the hole and bring about a settlement of the conflict. If you want this, you have to support education rather than indoctrination. You should not expect unthinking support from the public, but must depend rather on getting support when your case is good enough to warrant it.

"The mobile
shop is here!"



Shops on Wheels Serve Rural Areas

ELAINE A. WALLER, Staff Writer
Rural Editorial Service

POWER saws, drills, and planes are not what you'd expect to find among the facilities of a small rural school. But there, within 50 feet of a San Diego County orange grove, boys and girls at Orange Glen school were enjoying California sunshine while they worked in wood, metal, plastic, ceramics, paper, and leather.

Centre of attraction was the big silver-gray truck that had rolled into the school yard early that morning amid the youngsters' shouts: "The mobile shop has come! . . . It's here! . . . Mr. Butts is here!" Newell D. Butts, teacher-consultant in industrial

arts, let the hinged sides of the truck down to reveal the tools and equipment stored inside, and the first class of youngsters scrambled aboard. There were miniature Conestoga wagons to be made, community dioramas to complete, and all the children were eager to get on with their projects.

Mobile Classrooms

In three other rural elementary schools in San Diego County a similar scene was repeated that morning. The county operates four mobile shop trucks as part of its efforts to equalize educational opportunities for

rural schools. Every school week these trucks travel 500 miles through mountains and mesa land, past beaches and orchards, to bring rural youngsters a chance to build with tools their small schools cannot provide.

The mobile shops were once Navy ordnance trucks. When the San Diego County Department of Education got hold of them two years ago, they transformed them into mobile classrooms by equipping them to carry hand and power tools, from simple gardening utensils to welding apparatus. The sides of the truck open out to form an extended floor and awnings. The trucks are big enough for several students to work on them at the heavier machines, but much of the work is done at portable work tables under the wings of the trucks, in the regular classrooms, or on benches on the school grounds.

"Ideally, this is no typical junior-high-type exploratory program in industrial arts," Ferdinand Liotta, coordinator of vocational education, emphasizes. "The purpose of the mobile shop is to motivate social studies and science teaching," he says. "We help boys and girls and teachers to solve the engineering kinks in building a farm for the dairy unit or adobe houses for the study of Mexico."

From Canoes to Caretas

Primary youngsters studying their community make dioramas complete with post office, firehouses, homes, trees, and streets laid out in miniature. When the westward movement comes up for study, the shop consultants get many requests for help in making canoes, covered wagons, replicas of guns, furniture, and cooking utensils used by pioneers. Fourth and fifth graders studying California and Mexican life go in for caretas (Mexican carts), adobe dwellings, and Mexican furniture.

"There's something about creating with your own hands from raw ma-

Could not the travelling shop system introduced in San Diego County be used in Alberta so that children in rural areas might have the advantages of these services?

terials," says Mr. Liotta. "When a first grader builds a boat from a board and a stick, to him it's more beautiful than the Queen Mary."

Youngsters in some schools have constructed bird blinds, refinished tables and chairs, beautified the grounds. The mobile shops also go on science field trips to carry the tools for mineral study in the desert or for conservation study in fields and forests.

Tie-in of the shop program with social studies has not been fully realized in all schools served by the mobile shops. The decision lies with the individual schools, and some have chosen to follow the more traditional vocational activities. As the program enters its third year, additional schools are adopting the social studies approach.

For the Whole Community

Mobile shop is for teachers and parents, too. After school hours, the truck often stops at the hub of a rural locality. Teachers who cannot easily get in to the industrial arts workshop in the county schools' service centre come for advice on their construction problems. Aided by the teacher-consultant, they practice manual skills to pass on to their pupils, and plan together ways of enriching learning experiences through constructional activities. For their classrooms they build easels, bulletin boards, reading games, science exhibits.

At night community people come from miles around to make toys for their children, build bookshelves, refinish furniture, work in ceramics and leather. Some have contributed

time to make tables and toys for the local kindergarten or first grade.

The mobile shop is one of several services provided through contract coordination. That is, the shops are financed jointly by the County Schools Service Fund and the participating districts. Thirty of the county's 65 districts contract for the mobile units. Depending on the amount of service received, districts pay annually \$275 for one quarter day a week, \$550 for half a day a week,

and \$1,100 for a whole day a week. Each truck costs \$5,500 a year to maintain and operate. Shop materials are supplied cooperatively by the county and districts.

Some day, Mr. Liotta foresees, mobile shops will no longer be needed. All teachers will be trained in tools, methods, and use of materials, and all schools will have equipment. But, he says, the expert technician will always be necessary to help with special problems.

CHRISTMAS SHORTS

Only about one-third of the world's population has ever heard of Christmas, let alone celebrate it.

In Finland and Scandinavian countries it is customary at Christmas to place a sheaf of wheat or rye in the barnyard for the birds, and in Czechoslovakia all leftovers from the Yule feast are distributed to the farm animals.

Christmas in Yugoslavia is often celebrated among neighbors in the courtyard, where a fire is built to roast a young pig. Greetings of "God's peace," and "Christ is born!" are exchanged, after which everybody kisses everybody else three times and forgives all quarrels of the past year.

On the hillsides of Bethlehem, on Christmas Eve and Christmas Morning, tourists from many lands gather annually to sing carols, in honor of the life and words of Jesus of Bethlehem.

It has long been an accepted tradition that the three Wise Men were Gaspar, an Arabian, 60; Balthasar, Negro, from Saba, 40; and Melchior, from Tharsis, a young man.

Bethlehem of today is engaged largely in the manufacture of articles from mother-of-pearl and olive wood, eagerly bought by tourists. Its women are noted for their beauty.

Robert L. Stevenson, noted writer, legally gave his own birthday as a Christmas present to the young daughter of H. C. Ide, land commissioner at Samoa. The child always complained that her birthday, which fell on Christmas Day, deprived her of a birthday gift.

In Ireland it is believed that baby boys born on Christmas Day are thereby destined to become priests; others born on that day are said to have the power of healing by the laying on of hands and to be gifted with "second sight."

Christmas carols originated in the eleventh century, being sung between the scenes of the miracle and mystery plays of the period.

In Scandinavian countries it was believed that the powers of evil were especially active on Christmas Eve, but were inactive from Christmas Day to January 12.—**The Texas Outlook.**



Free Reading Procedures

BERTHA LAWRENCE

McDougall High School, Edmonton

THE Experimental Class, which was organized in McDougall Commercial High School, Edmonton, in September, 1948, was designed to aid the "C" student and to adjust the commercial program to the weaker students. Regular courses were offered where the students showed no handicaps, as in health, physical education and typewriting, but modified courses in English, social studies, bookkeeping and mathematics took the place of the regular program, and shorthand was replaced by penmanship and Business English. The course in English concentrated on the development of skills in reading, outlined in a previous article. Once this angle of the work was suggested to the pupils in a classroom discussion, it was decided by the class and teacher that, as free reading had a very important role to play in the year's work, there should be no reduction in the number of free reading books required for the year. Rather the aim was "at least ten books and as many more as possible."

In the early days of September, when few of the students had all the required textbooks, we started reading in class, John Buchan's *The Thirty-Nine Steps* (grade IX list). The teacher read aloud and the pupils listened. This, in itself, was good training, for pupils had to concentrate. The procedure paid good dividends later in the course, especially when oral instructions were given to the class from time to time. This also showed one of the fundamental weaknesses of the students—the lack of the ability to concentrate.

Occasionally the pupils stopped the reading to ask the meaning of a word or for the explanation of a situation. Sometimes, too, at the be-

ginning of the period, a few of the more unfamiliar words were written on the board while students looked them up in the dictionary. In this way the building up of a wider vocabulary was begun.

Since the timetable was so arranged that English followed social studies, we sometimes ran both periods together and used the whole time for English, or for social studies, depending upon the problem under consideration at the time. At the end of such a double period, used for free reading, if the chapter remained unfinished, the teacher suggested that the students might like to finish the reading of it before the next lesson. It was the rare student who hadn't finished the chapter and who had nothing to contribute to the class discussion on the chapter, during the next lesson, two or three days later.

When all the chapters had been read and discussed, the whole class wrote a "book report," picking out the principal characters and stressing the characteristics of the book which were enjoyed, which had especially appealed to pupils, or which were disliked.

As there were none who disliked the book, the next step was the suggestion that there were other books by John Buchan. Actually, there were three more on the adventures of Richard Hannay. What were the names of these? Well, there was *Greenmantle*, followed by *Mr. Stand-*

Bertha Lawrence's second article on the experiment conducted at her school tells us how the "C" students were encouraged to develop reading skills.

fast, and finally *The Three Hostages*. Promptly all copies of *Greenmantle* in the room library were taken out and students began to read for themselves. Some even asked for copies of *Mr. Standfast* and *The Three Hostages* (which do not appear on the reading list but which they were allowed to read if they had acquired a taste for John Buchan).

Occasionally, other books, such as *Captains Courageous*, *A Connecticut Yankee in King Arthur's Court*, *Ben Hur* and *Young Fu of the Upper Yangtze*, were begun or discussed in class. After the first book, *The Thirty-Nine Steps*, not more than one period a month was spent on this phase of the free reading.

From time to time the class discussed what books from the reading list should be added to the library. Many of the girls had not read the "Anne" books. A few of the boys had not met *Tom Sawyer*. These and a number like them, such as *The Adventures of Sherlock Holmes* and even *The Arabian Nights*, were added to the room library to encourage the weaker readers to read.

Students were also encouraged to bring their own books from home. If these proved, upon examination, to be in any way acceptable, the pupils were allowed to read them, though most of the students seemed to prefer reading books from the room library.

Book reports were not stressed nor made laborious. All students filled out a mimeographed form for each book read. They could write a summary of the story if they wished, but most of them put down two or three reasons why they liked or disliked the book and picked out two or three of the principal characters.

If a student started a book and found it not at all enjoyable, he was allowed to turn it in and choose another. The suggestion was made that perhaps he was not yet ready to appreciate this book and that he

might return to it later in the year, when his skill had increased with practice. This suggestion had effect in two cases.

Occasionally during the year, the pupils wrote letters to their friends in the language period. They told these friends about the book which they were currently reading, recommending or condemning it with the reasons for their judgment. Sometimes a member of the class recommended a book, which he had read, and the class discussed it with him with a view to others reading it. In this way *Most Secret* had a great vogue. One of the boys (whose reading rate was little better than a grade I) read it and recommended it highly. From that time on there was a "waiting list."

Pupils were encouraged to have reading books in their desks at all times so that they might take them out and read whenever they had finished some assignment and were waiting for the rest of the class to finish. This had the effect of speeding up one or two of the slower readers and workers, and caused them to concentrate on the work at hand in order that they might finish in time to do a little "pleasure reading." We also felt that it improved their work habits and their use of spare time.

One boy (reading rate Grade I plus) read only four books. All the rest read ten. Some read twelve or thirteen, and seven girls read as many as fifteen books during the course of the year. Most of these books were from the prescribed list, though, as noted previously, some were from titles which appear in the junior high school list and others do not appear on any prescribed list. Many students read an author intensively, which would account for many of the off-the-list books. This has already been mentioned in the case of John Buchan. The same was true of Walter Farley's books.

This freedom of choice was thought permissible in order to get pupils to read. A taste for good reading can only be developed after a reading habit has been formed.

The most popular books were the animal stories. Boys and girls alike read them. One or two read nine animal stories, but since they chose them and enjoyed them, that was better than having to "hound" students into reading. A number of girls and boys read books on etiquette and behaviour, and it was rather amusing to watch them trying to put some of their reading into practice.

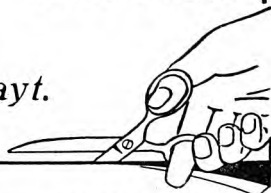
One Ukrainian girl (Laycock I.Q. 93) read *Great Expectations* and liked it "because it had a very unusual story." Two boys and three girls read *Lost World* and one of them (interested in the exploration of the pyramids) recommended it to the class as "being as good as an adventure story." One mother remarked that if the year had done nothing else it had interested her daughter in reading. "Shirley has always had to be driven to read, but this year she is reading of her own accord, and she even asked for a book as a Christmas present."

These are encouraging signs, though much remains to be done. Perhaps next year, with a little judicious steering, these students can be encouraged into wider fields of reading. Many of them have already decided that "there were some good stories and a lot of useful information in books if you only knew how to read them and had the patience to do it."

Next year we mean to start a Book Club or a Reading Club to encourage and advise poorer readers. We intend to work out such other devices as book ladders and to use reading groups. By using these we hope to develop reading skills and the reading habit among the weak students.

CLIP CORNER

By
Clayt.



Life is a good deal like a game of cards in this respect: A king is an ace with the queens if he has the jack.—*Reformatory Pillar*.

Whether we end this year with tears or cheers depends largely upon what we do with that year—now.

Wisconsin Journal of Education.

Find some good quality in every child and praise it.—*NEA Journal*.

Some persons are like weather vanes; they show which way the wind blows; but others are like mountains; they determine which way the wind should blow.—*Frances E. Willard*.

In order that people may be happy in their work, these three things are needed: They must be fit for it, they must not do too much of it, and they must have a sense of success in it.

—*John Ruskin*.

Advertisement for a radio program: "Hear the weatherman. The complete dope on the weather."

NEA Journal.

Christmas comes but wanst a year
And when it comes it brings good cheer
And when it goes it laves us here,
And what'll we do for the rest o' the year?

W. E. Henley, In Hospital, (1898)

The Financial Picture

Editorial

The Alberta School Trustee

EVERY day one reads about the riches of Alberta. Today the discovery of unknown quantities of oil is enriching the Provincial Treasury with millions of dollars. Tomorrow the discovery of other minerals will bring in more wealth. One authority has made the statement that oil revenue alone will soon make this province debt free. Taxpayers in rural districts are already complaining of the high school taxes. Unless the government is prepared to very materially increase its share of the cost of education, taxes must go higher yet in order to take care of increased teachers' salaries and capital expenditure.

Many new schools and replacements are badly needed. Schools are overcrowded, many are dilapidated and for the benefit of the health of our children, should be replaced immediately. Proper heating, lighting, ventilation, and school furniture are needed in hundreds of schools. All this can and should be provided for very substantially from the immense revenues now pouring in to the Provincial Treasury.

The first three months (April 1 to June 30, 1949) of provincial revenue, according to a statement published in the daily press recently, reveals the following picture. On ordinary revenue account, receipts exceeded revenues by \$10,491,090. Receipts reached the enormous sum of \$24,-

662,000, which is **double the revenue in any whole year** prior to 1935. For the first three months of the present fiscal year the treasury was able to show a surplus of \$5,230,000—nearly \$3,000,000 more than for the same period in 1948.

Reviewing the finances for the year which ended March 31, 1949, the financial picture is brilliant. According to press reports the Provincial Auditor's statement reveals that the unprecedented sum of \$70,000,000 provincial revenue from all sources was collected, an increase of more than \$18,000,000 over that of the previous year.

What has all this to do with teacher supply, and good and adequate school buildings? Oil is a great natural resource and is mainly responsible for the present wealthy position of provincial finances. But children are the most important of our natural resources and should receive first consideration when the allocation of wealth is under consideration. Alberta is a rich province. The above facts prove this, and there is no excuse in Alberta for teacher shortage, unbearable school taxes or poor school buildings. Pressure must continue to be exerted on our government for a much larger share of our natural wealth to be allocated for the benefit of the future citizens of Alberta.

School Divisions Face Cuts in Grants

IVAN CASEY

The Alberta School Trustee

SOME 70 Alberta school divisions and districts are facing a 10 per cent reduction in equalization school grants for the 1949-50 term, Hon. Ivan Casey, Minister of Education, said recently.

The reduction will not affect the basic school grant made by the provincial government, he said.

Mr. Casey explained that the special appropriation of \$2,100,000 voted at the last regular session of the legislature to clear up all back grants, had been found \$300,000 short of the amount needed.

"It means the \$300,000 must be provided out of the government's \$7,000,000 1949 appropriation for grants," said the minister, "so it was necessary for the department to make a change in the equalization grants."

The equalization grant structure provides for an extra payment to the poorer school districts and is based on the assessment of school property in each division or district. The equalization grant varies greatly according to the district. It ranges from about \$5,000 up to \$100,000.

Mr. Casey said that at the time the special appropriation for back grants was passed by the legislature, auditing of the back grants was not complete, and the figure had to be arrived at through estimates.

The 10 per cent reduction will be based on the amount of equalization grant earned during 1948.

The minister said complete payment of the back grants this year will put the education department on a sound business basis with respect to the grant setup. For more than 20 years, he said, the government payments had been behind, so that part of each year's appropriation had to be used to pay back grants.

With the \$300,000 reduction from 1949 appropriations, \$4,700,000 will go to Alberta schools this year in payment of current grants. In 1948 the appropriation was \$5,700,000. Including the special figure, total school grants paid by the government this year will be \$9,100,000.

Mr. Casey said plans are afoot to change the grant structure so that in future grants definitely will be fixed early in the year. He said it then will be possible to know exactly what each division and district will get.

It probably will mean revision of the financial grant year, he said, with June 30 as the end of the financial year, rather than December 31.

Letters are being mailed to secretaries of the school districts and divisions explaining the reduction in equalization grants.

The Role of the Toothbrush in Preventive Dentistry*

PART I

THE question is often asked of the dental profession, "What does tooth-brushing actually accomplish in the mouth?" The frank answer might well be that, as practiced in most mouths, it accomplishes very little. However, if the brushing is done regularly, efficiently and purposefully, it can serve a very worthwhile purpose, particularly in maintaining the soft tissues surrounding the teeth in a state of health and in maintaining individual personal hygiene.

It is common knowledge that many people use their toothbrushes for too long a period of time, despite the fact that after approximately six weeks, the quality of the brush rapidly declines. There are some authorities who wisely advocate that three brushes be used in rotation (one in the morning, the second at noonday, and the third in the evening), and that the brushes be discarded after six weeks' use. Perhaps for the average person, this is carrying the thing to an extreme. However, a practical and obviously sound suggestion may be made here to the effect that the rotary use of two brushes is a much more hygienic and efficient procedure, than the continuous use of one brush "from the cradle to the grave."

In so far as dental decay is concerned, intelligent toothbrushing might play a preventive role if it were done immediately after *every* ingestion of food. It has been shown that the dental decay mechanism, as it is generally understood, goes into action within a few minutes of the food intake by the mouth. This mechanism lasts a comparatively short time, and therefore will only be intercepted if

a very thorough brushing and cleansing procedure is undertaken immediately after the meal. This frequent brushing is an impractical and socially unacceptable measure in everyday life. Therefore, the institution of brushing as a practical means of prevention of dental decay must be looked upon with a certain degree of skepticism.

On the other hand, proper brushing and consequent gum stimulation can do a great deal in the prevention of such soft tissue conditions as gingivitis (bleeding gums), periodontal disease (pyorrhea), and ulcerative necrotizing gingivitis (trenchmouth). Before proceeding to a discussion of the beneficial action of soft tissue stimulation, a statement should be made regarding the foregoing clinical conditions and the nomenclature applied to them. Gingivitis may be defined as an inflammation of the gingiva (gums) with resulting bleeding upon an irritation such as brushing.

Gingivitis is often the forerunner of periodontal disease proper. Periodontal disease is a much better term than "pyorrhea." The former term arises from the Greek word *odous* meaning "a tooth," and the Greek prefix *peri* meaning "around or surrounding." Therefore, periodontal disease implies a disease of the tissues surrounding the teeth. Pyorrhea is defined as "a flow of pus" and this symptom is by no means present in all diseases of these surrounding tissues. Contrary to a widely held public belief, the great majority of periodontal diseases can be treated successfully, provided early diagnosis and treatment are instituted. This refutes the old statement that "pyorrhea is incurable," and its mere

*Contributed by the Department of Periodontology, Faculty of Dentistry, University of Alberta.

presence is by no means suggestive of tooth extraction.

Trenchmouth is a particular type of gingivitis, accompanied by a destruction and death (necrosis) of tissue. The necrosis usually affects the spaces between the teeth and it is often accompanied by ulceration and formation of a white membrane around the teeth. From these symptoms comes the correct and complete name—ulcerative membranous necrotizing gingivitis. The disease is a most persistent one and it can exist in a chronic state for years without the patient having any realization of it being present, or of it having been present. One other iconoclastic statement is made here to the effect that the popular concept of trenchmouth (to use the misnomer) being contagious is open to serious question in the light of existing scientific evidence.

Prior to describing any technique it is always wise to explain the reasoning behind that technique. An attempt will be made herewith to give such an explanation. The gums are covered by a layer of epithelium. The epithelium is the outer covering of the whole body, whether the tissue be skin or mucous membrane as in the mouth. In many cases, the immediate cause of bleeding gums is that this epithelium has become thin. The toothbrushing motion penetrates this eroded epithelial coating and is carried into the under layer in which the capillaries and small blood vessels are located. Here the irritation of the brushing provokes a breaking of these vessel walls and an outpouring of blood results. It is quite apparent then, that if the patient has some means of building up the epithelial

layer, much better protection will be afforded the underlying blood vessels. It is also a well-known fact that hard work with the hands produces a callus thereupon, and the harder the work (within reason), the better and faster the callus develops. For the purpose of this discussion a callus may be regarded as simply a thickening of the epithelium, and this thickening is the aim of the man who wishes to correct gingival hemorrhage. It is somewhat difficult to get the agencies of callus formation on the hand (i.e. a shovel handle or a golf club) into the mouth, but it is possible to utilize another more adaptable instrument, namely the toothbrush. Therefore, the purpose of brushing should be simply to produce a gingival epithelial callus. At the same time, it must be admitted that the above-stated measure is in some cases only the treatment of a symptom (i.e. bleeding), and perhaps the true reason for the bleeding is not being investigated. In such a case, a dentist should be consulted and indeed it is always wise to consult an enlightened dental practitioner at regular six-month intervals.

Another doubt is expressed by patients who rightfully say that the only time their gums bleed is when the brush is employed and the harder the brushing or the brush, the more the blood flows. Therefore, some of these patients refuse to use the brush at all. The fact is that before the gingival epithelium becomes thickened, increased bleeding upon brushing most certainly will occur. The cessation of hemorrhage will only develop when the callus has formed, following the application of the friction.

(To be concluded in our January issue)

Absenteeism in Canadian Schools

A. F. DEVERELL

Superintendent of Schools, Rocky Mountain Division.

TOMMY EVANS was a small boy living with his parents and sister, Mary, on an average Alberta farm. Daily he and his sister light-heartedly beat a path across the field and down the road to that well-known institution, the school. There were times, of course, when they could not go, and other times when they made the trip even though they both had bad colds or the snow was drifting across the trail and making walking most difficult.

Tommy and his family had relatives more fortunate in their opportunity for an education. His cousins, Bill and Frances, lived in the city, where a few minutes on the trolley bus deposited them at the school door. Schools were nicer there, too, and provided regular medical inspection, a daily bottle of milk for only two cents, and many other advantages. There were times, too, however, when Bill and Frances failed to attend school. Let us see how they compared with Tommy and Mary in respect to their absences.

The report, *Absenteeism in Canadian Schools*, published in December, 1948, by the National Committee for School Health Research, with headquarters at 206 Huron Street, Toronto (Price \$1.00), gives some interesting data on causes of absence from school and the educational implications of it. Causes of absences are divided broadly into two classes, namely the medical causes and the non-medical. Each of these, in turn, is re-classified many fold, and data is provided on Canadian cities and rural areas; on the nation as a whole, and for each province (Newfoundland excepted).

Since Tommy and Mary live in the country, they stand to lose 9% of

In Alberta, the city schools suffer more from truancy than absenteeism, while in rural schools, absenteeism is more common than truancy. Mr. Deverell here comments upon the NSCHR Report, "Absenteeism in Canadian Schools."

the school days in the year through absence for all causes, whereas Bill and Frances will miss only 6% of their school time. In Alberta, this means 18 days for the country children and 12 days for those in urban centres.

What accounts for the greater loss of school time by the country boys and girls? The report shows that they actually are absent less because of medical reasons than are their city cousins, but, on the average, they miss 50% more days for non-medical reasons than do city children. The principal non-medical reason for absence of both city and country children is the need for their help at home. Country children, however, lose more time for this reason, and they also lose much more by reason of bad roads and inclement weather than do their city counterparts.

While Tommy, his sister and cousins are in the age range of six to nine years, their rate of absence for medical causes is much greater than it is as they grow older. However, their rates of absence from school for non-medical reasons, chief of which is the need for their help at home, increases rapidly as they grow older, and especially after they reach the age of 13 years. It is interesting to note, however, that

Tommy and Bill take the rap in this respect to a much greater extent than do the girls. Apparently, boys are more useful as workers-in-aid to their parents than are girls, or it might be that parents regard education of less importance to boys, in general, than it is for girls. In any case, boys in both city and country are kept at home more than are girls to help with the work and with earning the family bread.

Among other non-medical reasons for absence is truancy. The report finds that the incidence of truancy is considerably greater among boys than among girls.

The most frequent medical cause of absence, causing the highest percentage of days lost and the highest percentage of absences, is the common cold. Next to it ranks mild digestive disorders. Both, however, result in absences of short duration, averaging usually from one-half day to two days. The longest absences are caused by communicable diseases, including scarlet fever, mumps, measles, and whooping cough. These latter take their biggest toll of school time in the months of December to April. Absence for medical causes diminishes very rapidly in May and June.

Does absenteeism affect the progress of children in school? The

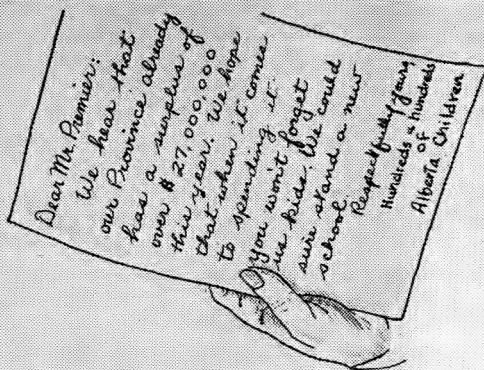
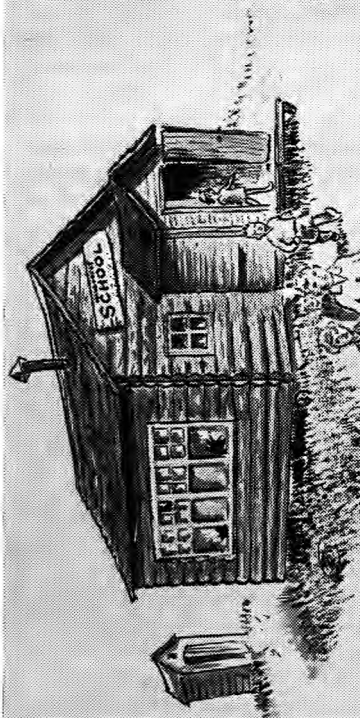
dence suggests that it does, and that retardation in school is greater among those whose attendance is poorest.

We often consider that we have attained a fair degree of equality of educational opportunity for all children, by means of our publicly supported schools. However, while this is undoubtedly partially true, the evidence of the investigation shows that in both country and city, absenteeism is greater among children whose homes are below the average economic level. In the cities, no relationship was found between absenteeism and the occupational grouping of parents, but some variations were found in this respect among rural pupils.

The interest shown by parents in their children's welfare and in their children's education was found to be a highly significant factor among both town and rural populations. Children whose parents regard education as a matter of major concern experience less absenteeism and consistently better school progress than do the children of indifferent parents.

The original report will repay well a study by those interested, especially in problems of school absenteeism and the health of school children.

"The question of principals' supervision of teachers was discussed. Dr. Selke raised the question, 'What is good supervision?' The group concluded that good supervision should have as its objective the improvement of teaching technique and the betterment of the school in general. Principals, to do effective supervision, should not assume the role of 'overseer' which, Dr. Selke warned, could at times be brutal. Rather the teacher's confidence should be gained at informal occasions, so that the teacher will be himself and speak about his problems. Dr. Selke also suggested that principals should make use of the experience of good teachers. He pointed out that a good supervisor gives leadership and only occasionally assumes command." (This discussion occurred at the Red Deer Convention.)



B. J. EK

Paging Premier Manning

Not Just A Filing Case For Kids

LAWRENCE B. PERKINS,
Chicago school architect, believes a
school should be a pleasant place for
children to work.



MARY HELEN CRAWLEY, Staff Writer
The Tennessee Teacher

MOST SCHOOL buildings are little more than filing cases for kids. They should be places where children find learning easy. Lawrence B. Perkins (Perkins & Will, Architects, Chicago) puts it this way: "A school is engineered space where children may learn and teachers may teach."

"You don't want a homelike school," continues Mr. Perkins, one of the leading school designers in the country. "You want a pleasant place for kids to work. That is not a place where spilled water causes a small crisis."

Good Design Never Obsolete

A pleasant place for children to work describes exactly the kind of school he builds. One of the show places of the nation is the Crow Island School in Winnetka, Illinois, completed ten years ago, but just as functional and up to date today as then. "Good design—functional and spacious—cannot become obsolete," he says.

Crow Island School is a luxury building made of humble materials, designed jointly by the teachers, by Eliel and Eero Saarinen (designing architects), and by Perkins and Will (school architects). It houses about

400 students from the kindergarten through the fifth grade.

The school is built of brick and concrete. To fulfill Mr. Perkins' requirement that a school be "maintainable," the interior walls are, for the most part, exposed brick. "Once we cover the brick with plaster and paint," he says, "we let ourselves in for periodic redecoration." A good part of the classroom and corridor walls are pine-paneled because "a plain pine wall is the best bulletin board in the world. When you see it's wearing out, all you do is sand and wax it again."

Far from being monotonous, the brick lends a robust quality entirely lacking in plastered walls. Color is picked up again in brightly painted doors, each one a different color. There were two reasons for the variation in color, Mr. Perkins explains. "The architect liked it, and besides it's easier for a small child to understand that he is to find the room with the red door than to find room 201."

The bright color of the door is repeated in the interior of the room. Here it appears in small, sharp accents against the brick and pine walls, in blackboard frames and bookshelves. Teachers encourage the chil-

dren to make liberal use of the pine bulletin board area to display their art and craft work, adding even more color.

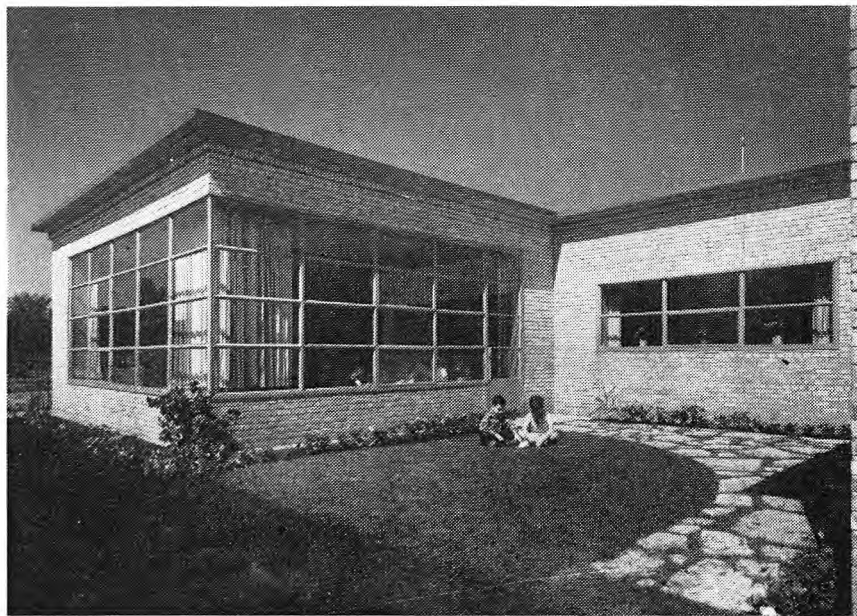
Inside the classrooms, two walls are completely windows with a southern or western exposure. Curtains can be drawn across the windows to darken the room or to diminish glare. The seating arrangement is entirely flexible, with movable furniture and a workroom separated from the main area by a sliding door.

Teachers Made Suggestions

Opening off each workroom are toilets, sinks, and drinking fountains scaled to the size of the youngsters. This was one of the suggestions Winnetka teachers gave the architects while the building was still a gleam in the school board's eye.

Another suggestion was that the entrance hall should have a glassed-in area in which botany, biology, and other natural science classes could observe growing plants. At the last moment, however, \$40,000 was cut from the budget and the garden was sacrificed. Instead, the entrance hall was left an open, sunny room which serves as a community center, a place for teacher-parent conferences, for children's parties, and a lobby for the auditorium. An "architectural accident," it has proved the focal point for the school's social life.

The entire school has low ceilings with sunken lighting fixtures and outside doors in every room. The last feature makes it possible to eliminate expensive fire escapes. Outside each room is a small play area opening



Hedrich-Blessing Studio, Chicago.

Each classroom unit has its own outdoor classroom and garden project area—partly turf and partly flagstone.



Hedrich-Blessing Studio, Chicago.

Here is a fifth grade classroom unit. Note the bilateral lighting and natural pine walls.

onto a larger common playground for the entire school.

What is the function of bare, brick walls, of tile floors, wide windows, pine panels? Are they expensive?

As to function, use of simple materials gives an atmosphere of pleasant relaxation. Lack of ornamentation frees a child from the feeling that the room is already decorated and "my picture wouldn't look nice there." Wide windows bring the outdoors into the classroom, allow sunny areas, provide daylight for a longer period of time. The architect emphasizes, "Why stick to traditional buildings when this style allows greater freedom for the child and the teacher? Schools must be planned around children."

The cost of the pilot school at

Crow Island compares favorably with the cost of larger traditional buildings. This school, which the community and most school architects consider one of the best, cost less than 43 cents per cubic foot. Maintenance is at a minimum because children cannot mar the walls, redecoration is not necessary, cracked plaster is impossible.

Crow Island was a startling innovation in 1939. It is today a milestone which few schools have reached. It is admittedly modern in style — if modern means functional, simple, usable. The school is simple. Ornamentation is totally lacking outside of structural patterns. "It is unnecessary to ornament a school artificially," Mr. Perkins says. "Children ornament the school."



Playing Favorites?

● **Corporal punishment** has one merit. Although it may not do the receiver any good it certainly "stimulates the others."

● **Firing teachers** has one merit. It sure stimulates the other teachers.

● **Transferring teachers** to a "Siberian" school has one merit. It sure stimulates the other teachers.

● **If the foregoing** is true, and, many superintendents as well as boards claim that it is,

● **Firing superintendents** has one merit. It would sure stimulate the others. But it has never been tried by those who permit or recommend it for teachers.

● **Fire Drills** should be held in every school at frequent but irregular intervals. **Order** should come first.

● **Too many teachers** have a weakness for idle chatter. Why do teachers gossip about other teachers or students? It is not ethical. It is not good for the profession.

● **If a principal were paid** \$4,400 in 1933 when the cost of living was about 50, how much should he be paid in 1949 when the cost of living is about 160?

● **To get the answer**, use "the rule of three, it puzzles me."

● **The Rule of Three:** Simple proportion teachers to find a fourth of three given numbers. Two are always of the same name, and one of the same name as the number sought.

● **Place that term** for the second term, which is of the same name as the number sought. Consider whether more or less be required by the question. If more be required place the less of the two remaining terms for the first and the greater for the third. But if less be required place the greater of the two remaining terms for the first and the less for the third.

● **Multiply the second and third**

terms together and divide the product by the first and the quotient will be the answer.

● **"Alberta is the only place** where you can get all the thrills of horseback riding while riding in an automobile—and attend teachers' conventions at the same time."

● **Dr. Clarence Sansom** argued before the Massey Commission that while the federal government seemed to be afraid of federal control if any financial support were granted by the government, that what schools needed was less control and more financial support. The Alberta schools now have more control than is good for them. Any more would be disastrous.

● **Do teachers read their own professional magazine?** Do teachers read their local paper? It is hoped that they do—for similar reasons, interest in the profession and interest in the community.

● **Are teachers less happy** than those in other occupations? Can people spot a teacher by his acid appearance? If they are a dour lot, is it because of low salaries, and too little pleasure, no hope of promotion, fear of transfer, next year's summer school, or because we think a sour countenance helps to keep a class in order?

● **After school, Johnny** has just finished cleaning the boards for Miss Jones. "Why can't you be like this in school?" asked the teacher of the little fellow who caused 90% of her trouble. "You are an entirely different person after school. You seem really to want to be friendly and helpful." Johnny turned half-tearful eyes that only an hour before had flashed defiance to the stern command of the teacher and replied. "Ain't it funny, Miss Jones—I was just thinkin' the same thing about you."—A.J.F.C.

A. SINGLE SALARY SCHEDULE

| DIVISION | Qualifications | | | | | | Per Course | Annual Increments | Previous Experience | Administration of a Four-Room School |
|-------------------|------------------------|--------------|--------------|--------------|--------------|--------------|--|-----------------------------|---|--------------------------------------|
| | 1st yr. | 2nd yr. | 3rd yr. | 4th yr. | 5th yr. | 6th yr. | | | | |
| Acadia No. 8 | Min. 1600 Max. 2500 | 1800 2700 | 2000 2900 | 2300 3200 | 2400 3300 | | Pro-rata basis | 100x9 | All | 225 |
| Barrhead No. 58 | Min. 1500 Max. 2300 | 1700 2500 | 2000 2800 | 2200 3100 | | | 50x4 60x8 | 100x8 | All | 400 |
| Berry Creek No. 1 | Min. 1575 Max. 2350 | 1800 2550 | 2100 2850 | 2400 3200 | | | Pro-rata basis | 100 | All | 225 |
| Bow Valley No. 43 | Min. 1500 Max. 2250 | 1750 2625 | 2000 3000 | 2200 3300 | 2350 3525 | 2500 3750 | 50 | 100 50% of basic minimum | | 225 |
| Calgary No. 41 | Min. 1500 Max. 2500 | 1600 2600 | 2000 3000 | 2200 3200 | | | | 125x8 | All | 450 |
| Camrose No. 20 | Min. 1500 Max. 2200 | 1800 2500 | 2100 2800 | 2400 3100 | | | Pro-rata basis | 100x7 | All | 400 |
| Castor No. 27 | Min. 1550 Max. 2300 | 1800 2600 | 2100 3000 | 2400 3300 | 2600 3500 | | 1st Degree Pro-rata basis 2nd Degree 50 | 100 | All | 225 |
| Drumheller No. 30 | Min. 1600 Max. 2300 | 1850 2550 | 2100 2800 | | | | 50 (Max. 500) | 100x7 | All | 100 |
| East Smoky No. 54 | Min. 1500 Max. 2100 | 1750 2350 | 2000 2600 | 2250 2850 | | | Pro-rata basis | 100x6 | All | 100 |
| E.I.D. No. 44 | Min. 1500 Max. 2250 | 1800 2700 | 2100 3150 | 2350 3525 | 2550 3825 | | | 100 50% of basic minimum | All | 300 |
| Fairview No. 50 | Min. 1500 Max. 2300 | 1800 2600 | 2100 2900 | 2400 3200 | | | 60 | 100x8 | Absent 5 or more years no increments for P.E. | 300 |

| DIVISION | Qualifications | | | | | Per Course | Annual Increments | Previous Experience | Administration of a Four-Room School |
|-----------------------|------------------------|--------------|--------------|---|--------------|------------------------------------|---|---|--------------------------------------|
| | 1st yr. | 2nd yr. | 3rd yr. | 4th yr. | 5th yr. | 6th yr. | | | |
| Foremost No. 3 | Min. 1500 Max. 2250 | 1700 2550 | 1900 2850 | 2100 3150 | 2350 3525 | 2600 3900 | 100 50% of basic minimum | All | 150 |
| Grande Prairie No. 14 | Min. 1500 Max. 2300 | 1750 2550 | 2000 2800 | 2250 3050 | | 50 3-year program | 100x8 | All | 300 |
| High Prairie No. 48 | Min. 1500 Max. 2300 | 1800 2600 | 2100 2900 | 2400 3200 | | 60 | 100x8 | Absent 5 or more years no increments for P.E. | 200 |
| Lacombe No. 58 | Min. 1500 Max. 2200 | 1800 2500 | 2100 2900 | 2400 and Sr. Diploma 3300 in Rural Schools— Max. \$2700 | | First 4 courses \$50 per course | 100 | All | 150 |
| Lethbridge No. 7 | Min. 1500 Max. 2150 | 1750 2350 | 2000 2800 | 2200 3300 | 2450 3650 | 2700 4050 | Between first and second year of training—\$50 p.c. | 100x4 | 400 |
| Medicine Hat No. 4 | Min. 1600 Max. 2400 | 1800 2600 | 2000 2800 | 2300 3100 | | | 100x8 | 75x8 | 150 |
| Neutral Hills No. 21 | Min. 1550 Max. 2300 | 1750 2500 | 2000 2900 | 2300 3300 | 2500 3600 | Pro-rata basis | 100 | All | 225 |
| Olds No. 31 | Min. 1500 Max. 2200 | 1750 2550 | 2000 2900 | 2200 3200 | 2400 3400 | 50 | 100 | All | 200 |
| Peace River No. 10 | Min. 1500 Max. 2200 | 1800 2500 | 2100 2800 | 2400 3100 | 2550 3250 | 60 | 100x7 | All | 300 |
| Pincher Creek No. 29 | Min. 1500 Max. 2250 | 1700 2550 | 1900 2850 | 2200 3300 | | 60 | 100 to 50% of basic minimum | All | 280 |

DIVISION

Qualifications

1st yr. 2nd yr. 3rd yr. 4th yr. 5th yr. 6th yr.

Credit for
First 4 courses—
2700 2nd degree—
3600 only after \$50 per course—
4 yrs., exp.

Per

Course

Annual

Increments

Previous

Experience

Administration
& Supervision
of a Four-
Room SchoolPonoka
No. 34Min. 1500
Max. 2200

1800 2100 2400 2700 3000 3300

1600 1800 2000 2200 2400 2600

2500 2900 3300 3600 3900

100

All

300

Provost
No. 33Min. 1400
Max. 2300

1600 1800 2000 2200 2400 2600

2500 2700 2900 3100

100x9

100 to
50% of
basic
minimum

All

300

Red Deer
Comp. H.S.Min. 1600
Max. 2400

1800 2000 2200 2400 2600 2800

2700 3000 3300 3600 3900

All

Principal of
2-room school
receives free
teachage,
rent, and fuel.

All

220

Red Deer
No. 35Min. 1500
Max. 2200

1750 2000 2200 2400 2600 2800

50

(Max. \$500)

120x5
100x1

All

400

Red Deer V'ly
No. 55Min. 1600
Max. 2400

1850 2100 2300 2500 2700 2900

3000 3300 3600 3900

50

100x8

All

220

Rocky Mt. Hse
No. 15Min. 1500
Max. 2250

1800 2100 2300 2500 2700 2900

3000 3300 3600 3900

60

100x6
150x1

All

400

Spirit River
No. 47Min. 1500
Max. 2400

1800 2100 2300 2500 2700 2900

3000 3300 3600 3900

60

100x9

Absent 5 or more
years no increments
for P.E.

300

Stettler
No. 26Min. 1600
Max. 2410

1850 2100 2300 2500 2700 2900

3000 3300 3600 3900

50

150x3
120x3

All

225

St. Mary's
River, No. 2Min. 1500
Max. 2300

1700 1900 2100 2300 2500 2700

3000 3300 3600 3900

Absent 5 or more
years—50% of
increments for P.E.

100

200

St. Paul
No. 45Min. 1550
Max. 2350

1750 1950 2150 2350 2550 2750

3000 3200 3400 3600 3800 4000

50

100x8

All, if not absent 5
or more years

225

| DIVISION | Qualifications | | | | | Per Course | Annual Increments | Previous Experience | Administration of a Four-Room School |
|----------------------------|------------------------|---------------|--------------|---------------|--------------|--|---------------------------------------|---|--------------------------------------|
| | 1st yr. | 2nd yr. | 3rd yr. | 4th yr. | 5th yr. | 6th yr. | | | |
| Strawberry No. 49 | Min. 1550 Max. 2300 | 1800 2550 | 2050 2800 | 2350 3100 | 2550 3300 | First degree—50 Second degree Pro-rata basis—6 courses | 100x7 50x1 | All, if not absent 5 or more years | 300 |
| Sullivan Lake No. 9 | Min. 1550 Max. 2350 | 1850 2650 | 2150 2950 | 2450 3250 | 2550 3350 | First degree—50 Beyond first degree—25 (Max.—100 p.a.) | 100x8 | All | 150 |
| Taber No. 6 | Min. 1500 Max. 2250 | 1725 2587½ | 1950 2925 | 2175 3262½ | 2400 3600 | 2675 3937½ | 200x1 100 to 50 % of basic minimum | All Principal holding Principal's Certificate—200 per year | 100 |
| Thorhild No. 57 | Min. 1500 Max. 2350 | 1700 2600 | 1900 2900 | 2100 3150 | 2300 3350 | One of two degrees must be in education | 100 to maximum | All | 400 |
| Two Hills No. 21 | Min. 1550 Max. 2350 | 1750 2550 | 1950 2750 | 2200 3100 | 2400 3300 | 40 | 100 | Experience outside Alberta to count 50% to a max. of 5 years | 180 |
| Vermilion No. 25 | Min. 1500 Max. 2500 | 1700 2700 | 1940 2940 | 2180 3180 | 2380 3380 | 40 | 110x5 100x3 75x2 | All | 400 |
| Wainwright No. 32 | Min. 1500 Max. 2300 | 1800 2600 | 2100 3000 | 2400 3300 | 2500 3400 | Pro-rata basis | 100 | All | 300 |
| Wetaskiwin No. 36 | Min. 1500 Max. 2300 | 1800 2600 | 2100 2900 | 2400 3300 | | 50 | 100 | All | 400 |

B. POSITIONAL SALARY SCHEDULES

| DIVISION | Elementary | | | | | High School | | Increments | | Previous Experience | Per Year | Allowance for University Credits | | | Administration of a Four-Room School |
|--------------------|------------|------|------|------|------|-------------|------|---------------|--|---------------------|----------|----------------------------------|-------------------|-----------|--------------------------------------|
| | Min. | Max. | Min. | Max. | Min. | Max. | Min. | Total | Annual | | | For Bachelor's Degree | For Second Degree | 1650-2450 | |
| Athabasca No. 42 | 1500 | 2300 | 1500 | 2300 | 1800 | 2600 | 800 | 100x8 | All | Pro-rata basis | | 550 | 225 | 225 | |
| Bonnyville No. 46 | 1500 | 2200 | 1550 | 2250 | 2000 | 2700 | 700 | 100x6 50x2 | absent 25 or (Max. more 300) years | All, if not | | H.S. | H.S. | 50 | 150 |
| Clover Bar No. 13 | 1500 | 2400 | 1600 | 2500 | 1725 | 2625 | 900 | 90x10 | All | 40 | | 700 | | 1900-2800 | 225 |
| Coal Branch No. 58 | 1700 | 2500 | 1800 | 2600 | 1950 | 2750 | 800 | 100x8 | All | 400 | | 700 | 250 | 400 | |
| Edson No. 12 | 1500 | 2300 | 1600 | 2400 | 1800 | 2600 | 800 | 100x8 | All | 25 | | 400 | 250 | 225 | |
| Foothills No. 38 | 1500 | 2300 | 1500 | 2300 | 1800 | 2600 | 800 | 100x8 | First 5 credits —\$100 6-13 credits \$60 per credit All 14th-\$120 | | | 700 | | 300 | |

| DIVISION | Allowance for University Credits | | | | | | | | | |
|-----------------------------|----------------------------------|--------------|-------------|----------------|--|------------|------------------------------------|-----------------------|-------------------|--------------------------------------|
| | Elementary | Intermediate | High School | Increments | Review | Per Course | Per Year | For Bachelor's Degree | For Second Degree | Administration of a Four-Room School |
| | Min. Max. | Min. Max. | Min. Max. | Total Annual | Experiences | Per Course | Per Year | For Bachelor's Degree | For Second Degree | Administration of a Four-Room School |
| Holden No. 17 | 1500 2400 | 1600 2500 | 1750 2650 | 900 90x10 | Absent 5 or more years— $\frac{1}{2}$ of increments for P.E. | 40 | | 500 | | 350 |
| Killam No. 17 | 1500 2500 | 1650 2650 | 1800 2800 | 1000 100x10 | All | 40 | | 660 | 200 | 250 |
| Lac La Biche No. 51 | 1500 2250 | 1600 2350 | 1800 2550 | 750 100x7 50x1 | All | | 1st year 150 2nd—150 3rd—200 | 500 | 200 | 180 |
| Lac Ste. Anne No. 11 | 1500 2300 | 1500 2300 | 1800 2600 | 800 100x8 | All | 50 | | 500 | 300 | 250 |
| Lamont No. 18 | 1500 2500 | 1600 2600 | 1900 2900 | 1000 100x10 | All | 40 | | Int. & H.S. 500 | Int. & H.S. 100 | 200 |
| Macleod No. 28 | 1550 2250 | 1700 2400 | 2000 2700 | 700 100x7 | All | | 1 year 100 2 years 200 | 500 | 200 | 180 |

| DIVISION | Allowance for University Credits | | | | | | | | | |
|-----------------------|----------------------------------|---------------------------|--------------------------|----------------------------|------------------------|---------------|-------------|-----------------------------|---|--|
| | Elementary Min. Max. | Intermediate Min. Max. | High School Min. Max. | Increments Total Annual | Previous Experience | Per Course | Per Year | For Bachelor's Degree | For Second Degree | Administration & Supervision of a Four- Room School |
| Smoky Lake No. 39 | 1500 | 2400 | 1600 | 2500 | 1800 | 2700 | 900 | 90x10 | First degree 40 | |
| | | | | | | | | | Second degree | |
| | | | | | All | 30 | | 500 | 200 | 200 |
| Stony Plain No. 23 | 1500 | 2300 | 1650 | 2450 | 1850 | 2650 | 800 | 100x8 | Prior Elem. to 20 1941, Int. & incre- H.S. ments 35 for P.E. 50 % | Elem. 300 Int. & H.S. 225 H.S. 210 300 |
| | | | | | | | | | | |
| Sturgeon No. 24 | 1350 | 2350 | 1350 | 2350 | 1850 | 2850 | 1000 | 100x10 | 75x5 | 200 per year |
| Vegreville No. 19 | 1500 | 2300 | 1700 | 2500 | 1900 | 2700 | 800 | 100x8 | All 40 | 600 200 300 |
| Westlock No. 37 | 1500 | 2300 | 1500 | 2300 | 1750 | 2550 | 800 | 100x8 | All 40 | 480 250 |
| Wheatland No. 40 | 1500 | 2400 | 1700 | 2600 | 2000 | 2900 | 900 | 100x6 75x4 | Absent 5 or more years, max. of 5 incre. allowed | 450 225 |
| | | | | | | | | | | |

Using Projected Materials in the Classroom

D. S. HAMILTON

Supervisor of Audio-Visual Aids
Department of Education, Edmonton

The outline which follows approximates closely to that used by one of the well-known texts on visual aids, *Visualizing the Curriculum*, by Hoban, Hoban and Zisman. Some rearrangement and the introduction of some new material have been made in order to give a bird's-eye view of the topic in the space of two short articles. Although directed to teaching with motion picture films, it will apply also to the use of filmstrips or sets of slides.

1. *Analysis of Film Content:*

The first step for the teacher who is considering the use of a film in teaching a unit of instruction is to analyze the content of the film. This analysis will begin, in the first instance, with an examination of all descriptive material before the film is actually ordered. The selection of the film is the first important step in its effective use. Immediately it has been received it will be previewed. It is at this time that the more thorough analysis will be made. The teacher should make careful notes which are sufficiently comprehensive to enable him to sketch if necessary a complete outline of the content of the film. From such an analysis there will develop a definite idea of procedure appropriate to study by the pupils.

2. *Evaluation of Films:*

Evaluation will actually be taking place in the teacher's mind from the time the film is first previewed until after it has been shown and is ready to be returned to the library. It is the part which will require most thought on the part of the reflective teacher. Attention will need to be

In the first of two articles on Audio-Visual Aids to appear in our Magazine, Mr. Hamilton gives us some interesting suggestions on their use.

given to questions like the following:

a. How closely is the information in the film related to the particular unit which you wish to teach? In other words, what are your objectives and does this film present the material you need to help you achieve them?

b. Although you will have noted the suggestions in the *Classified List* regarding grade placement, some films will be more difficult for the class than others. In such cases more preparation and a second or perhaps a third showing may be necessary.

c. What was your experience with the film? Might it have been more effective if it had been used in a somewhat different manner? A card should be kept in the school file reporting on every instructional film which has been used.

3. *Pupil Motivation and Preparation:*

Through visits to the motion picture theatre pupils have become accustomed to viewing films in the light of entertainment. A new approach must be developed with the instructional film to induce a desire to learn and not merely to be entertained. This will be done if there

(Continued on Page 50)



OUR LIBRARY . . .

NEW BOOKS IN THE A.T.A. LIBRARY

Chit-Chat in French—

H. M. Westron and A. T. Pilley. *"The Linguist,"* 20 Grosvenor Place, London, S.W.1 (Published in Canada by Clarke, Irwin and Company) p.p. 63, 75c.

Going to France next summer? Going exchange teaching to Quebec? Here is a little book that will help you to chat with and to understand those you meet. The author's advice is worth considering. "Silence is golden, and speech silver; but chit-chat is the small change of conversation. You may be rich in knowledge of languages; but unless you have a ready supply of this small change, you may at any moment find yourself hard up for a word, and your circumstances will always appear strained."

The Pupil's Own Vocabulary Speller— Canadian Edition.

A. I. Gates, H. D. Rinsland, I. C. Sartorius, C. C. Peardon, *The Macmillan Company of Canada Limited*, 95 p.p., 60c.

"*The Pupil's Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful." "In this book for grades II and III, the letters of the alphabet in manuscript and cursive hand writing, are included. This feature will aid the teacher in concentrating on handwriting difficulties which particularly affect spelling work in these grades."

Self-Help Number Series—

In Number Land, Numbers at

Work, Number Play by M. K. Clark and L. Cushman, *The Macmillan Company of Canada Limited*, 60c each.

Three revised *Self-Help Number Series* are now available for elementary school teachers from your A.T.A. Library. *In Number Land* is a workbook text designed to supplement the activity programs to aid pupils in translating their concrete number experiences into symbols of the printed page, and to furnish assurance that each child shall personally meet each needed number fact and shall be provided with individual means for complete mastery of it.

Numbers at Work is divided into eight work units. The first is a diagnostic and review section, while each of the other seven units centres around some child interest, a playhouse, a visit to the farm, etc. The teacher is urged to carry out related activities while the children are engaged in each unit of their workbook text.

Number Play is intended to supplement and motivate a concept building activity program, not to take the place of it. It is to be used for building quantitative concepts of numbers, experiences in the use of rational and rote counting by 100, etc.

It should precede the introduction of number-fact mastery.

Careers in Natural Science and Engineering—

Canadian Occupations, Monographs 20-35, Hon. Humphrey Mitchell, Arthur MacNamara, *Department of Labour, Ottawa*.

Teachers, counsellors, secondary students, and all others interested in

The A.T.A. Magazine

the professions covered will appreciate the detailed and well-written account of careers in natural science and engineering open to Canadians. Of this booklet the Director, Economics and Research Branch, Department of Labour says, "The monographs published collectively in this book are part of the series *Canadian Occupations*.

"The Department of Labour has co-operated with the professional organizations in the natural sciences and engineering in preparing these monographs. Most of the material has been prepared by members of these profes-

sional organizations."

Canada, 1949—

Every teacher needs a copy of *Canada, 1949*. "As in previous years this Annual has been revised to bring the material up to date. Profusely illustrated and with a number of reproductions in colour, it presents in concise form a survey of the nation's growth and its economic, social, and cultural progress."

This book may be borrowed from your *A.T.A. Library* or ordered from the *Dominion Bureau of Statistics*, Ottawa, Canada.

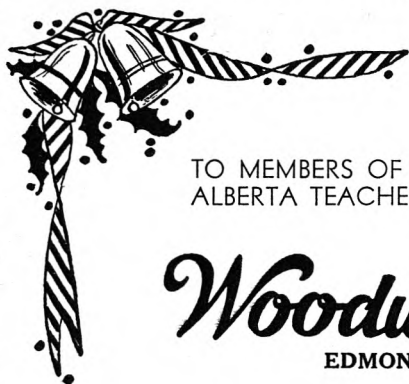


McDermid Studios

This picture shows the new magazine rack upon which are some of the more than 180 periodicals and journals which the Alberta Teachers' Association receives through exchange or subscription. Included are teachers' journals and educational publications from Canada, Great Britain, United States, South Africa, Australia, and New Zealand; industrial publications; and local, national and international releases of wide interest.

These valuable magazines are available for the use of our readers.

Standing in front of the rack are Gwen Molnar, on the staff of the Alberta Teachers' Association, and Eric C. Ansley, our editor.



TO MEMBERS OF THE
ALBERTA TEACHERS' ASSOCIATION

Woodward's

EDMONTON

WISH SINCERE
SEASON'S
GREETINGS

History Is Interesting

History does not need to be made interesting; it is intrinsically interesting because it is about people. It is only when the story about people becomes submerged in dates, names, and events that history is difficult and uninteresting. This is particularly true in the elementary grades.

The Cordier-Roberts Histories tell a simple story of progress in ways of living

-----in the early world, HISTORY FOR THE BEGINNER
-----in the new world, HISTORY OF YOUNG AMERICA
-----in the world today, HISTORY OF YOUNG AMERICA

Each book teaches fundamental understandings, attitudes, and skills, at the same time combining all the elements of a good story—action, adventure, human interest. Economic, political, and diplomatic history has been deferred for later study.

W. J. GAGE AND COMPANY LIMITED

82-94 Spadina Avenue, Toronto 2B, Ontario



Official Bulletin, Department of Education

WORLD YOUTH FORUM

The United Nations Association in Canada announces that it has accepted the responsibility for selecting two Canadian delegates to the World Youth Forum to be held in England next spring. Following is an outline of the conditions of the competition:

1. Delegates will be selected on the basis of:

- (a) An essay on the topic, "My Country and World Peace." (It is suggested that the candidates might consider the contribution their country can make to the betterment of the world.) Recommended length of essay 1,500 to 2,500 words.
- (b) A confidential report from the principal of the school.
- (c) An autobiography of about 300 words.
- (d) A personal interview.

2. In order to be eligible, students must meet the following requirements:

- (a) They must be able to speak good English. They will be expected to take part in discussions and "brains trusts" throughout the country and to give some talks to school audiences.
- (b) They must have reached their 16th birthday by January 1, 1950, but must not have reached

their 19th birthday on that date.

- (c) They must have at least one more term at school on their return to their own country.
- (d) They must be in good health. Medical certificates must accompany the winning essays from each school.

3. Delegates will be flown to England (arriving on March 10 and remaining until May 16) at the expense of the Daily Mail and free hospitality will be provided during their stay in England. They must pay their own fare to the airport and must bring 30 shillings per week pocket money.

4. School principals are requested to submit the winning essay for each school, together with an autobiography of about 300 words, a medical certificate and two copies of a recent photograph to: Miss K. E. Bowlby, National Secretary, United Nations Association in Canada, 163 Laurier Avenue West, Ottawa.

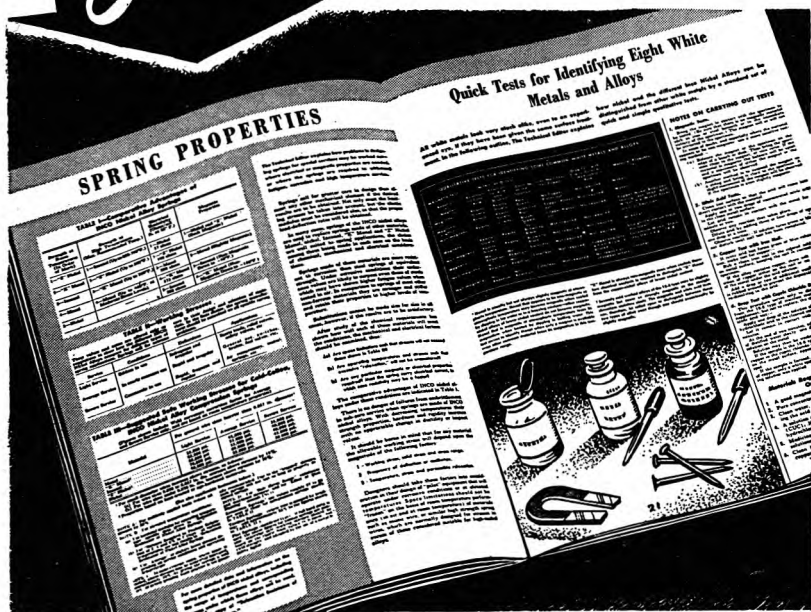
5. As full particulars about the winning candidates must be in London by January 14, **all essays and other information must be received in Ottawa by December 31.** Personal interviews will be arranged for the top candidates with a representative of the United Nations Association.

It's my belief that the battle for democracy in this country will be won or lost in our small towns. As I see it, at no time in our history has there been so great a challenge to our freedom as today, and I think this freedom can best be preserved by a hard-hitting democracy functioning effectively at the local level.—**Billy Rose.**

*Now
Available
for
Students*

A HANDY REFERENCE BOOK ON COMMON METALLURGICAL TERMS

The International Nickel Company of Canada, Limited invites students planning or preparing for a career involving the use of metals to write for this valuable reference book. This 32 page book entitled "The Technical Editor Speaks..." contains a series of one-page articles. These articles explain the practical meanings of technical words that are used in describing and measuring the mechanical properties of metals and alloys such as stress-strain, impact strength, Curie point, elastic limit and thermal expansion.



Written by the Development and Research Division of The International Nickel Company, the purpose of the book is to assist students and others interested in learning how to appraise the various properties of metals. It will be valuable as a permanent reference book on metal terminology. It is available without charge and will be sent on receipt of the coupon below.

THE INTERNATIONAL NICKEL COMPANY OF CANADA, LIMITED, 25 KING ST. W., TORONTO

FREE!

Gentlemen: Please send me a copy of the booklet entitled "The Technical Editor Speaks . . .".

THE INTERNATIONAL NICKEL
COMPANY OF CANADA
LIMITED
25 KING ST. W., TORONTO

NAME.....

ADDRESS.....

.....

Edmonton, Alberta,
November 17, 1949.

To the Editor:

The Department of Education has had in effect for some time a policy whereby it sells books to school boards at a discount rate of 15%, providing that, whenever a textbook is sold to a pupil, the price shall not exceed the net cost to the board.

More recently, at the request of the Alberta Teachers' Association, a scheme was devised to enable teachers to order directly and to secure the advantage of a discount for their pupils. Teachers will be familiar with the "Discount Authorization Form" procedure.

Three results of the scheme cause us some concern. The first is that formerly most fall orders took the form of large bulk consignments placed by school boards and dealers and supplied before school opening. Now, with thousands of teachers making use of the discount authorization scheme, the department is receiving an enormously increased number of relatively small orders that arrive after classes begin. It becomes impossible, despite much overtime work, to cope with the flood. Casually employed help has been engaged, but because of inexperience is of limited use. The scheme has resulted in a great increase in invoicing, packaging, refunding and all other operations. Hence the dispatch of books may not have been as prompt as hoped for in some cases. Further, the overhead costs are considerably increased, which is ultimately reflected in the price of books.

The second effect is that despite the undertaking given by school officials and teachers alike, by their signatures, that books will be sold at actual or net cost to the pupils

other practices are sometimes being followed whereby the sale of books is being used as a money-making venture. This diversion of the savings effected through the discount privilege is deplored by the department as being in direct violation of the policy established and in violation of the undertaking by the officials and teachers.

In the third place, it is observed that one of the results of the arrangement must be that in a large number of cases the getting of textbooks into the hands of pupils is considerably delayed, which would seem to be most undesirable.

For the above reasons serious consideration is being given to the discontinuance or extensive modification of the scheme.

Yours very truly,
W. H. SWIFT,
Deputy Minister.

November 15, 1949

To Registrars and Principals,
Canadian Schools and Colleges.

The following reduced fare arrangements have been authorized by this Association for teachers and students of Canadian Schools and Colleges in connection with the Christmas and New Year holidays:

Territory:

Between all stations in Canada.

Conditions:

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fares:

Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

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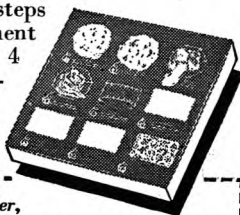


HERE is a story for your school children that is fascinating and educational. It is so simply told that even the young children will understand it. This fully illustrated book explains the intricate process of transforming raw cotton into finished cloth.

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which shows 5 steps in the development of cotton and 4 samples of finished cloth.

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Please send me your demonstration kit and a copy of "Everybody Uses COTTON" as specified below:

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Dates of Sale:

Tickets to be sold good going Thursday, December 1, 1949, to and including 12:00 o'clock noon Sunday, January 1, 1950.

Return Limit:

Valid for return to leave destination not later than midnight Wednesday, January 25, 1950.

Tickets will be good for continuous passage only.

NOTE: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges of Canada, for their personal use.

ROY H. POWERS.

Vice-Chairman,

Canadian Passenger Association.

Note: A supply of teachers' and students' vacation certificates Form 18W is being supplied to the secretary-treasurer of each school district in Alberta for distribution to those schools under his jurisdiction.

c/o Tela Railroad Company,
La Lima (Dee)
Puerto Cortes (Estelle)
Honduras
Central America
October 12, 1949.

Dear Mr. Larson and Staff:

Greetings from the Tropics! Today as we are enjoying the Discovery Day holiday, our thoughts head north to the Alberta schools, and especially Ponoka. . . .

On the way down, we docked a day at Port Barrios in Guatemala. We were there 24 hours, so spent the day riding through the jungle out to Bananera, another company place. That was our first glimpse of the tropics, and only now are we finally getting our mouths closed, and are we losing that pop-eyed expression! The train (I use the term loosely) was small and packed with people of every description. It was so noisy we could scarcely talk. It clipped along at the great rate of about 15 miles, or perhaps 20, an

The A.T.A. Magazine

hour. Four of us went on one ticket. On the train was a guard fully armed, just waiting for anyone to make trouble. . . .

When we arrived at Bananera, we were taken in a motor car (runs on tracks) out to a banana farm. Here we watched them cut a stem of bananas and then cut down the whole tree with one slash of a machete. A sprout was left, which they told us would again be full grown and bearing fruit in nine or 10 months. There were thousands of acres of bananas, and some are bearing fruit all year round. Neither of us knew that each tree bears only one stem of fruit. . . .

Back in Bananera we met an Edmonton girl, Jean Solivan, in case anyone might know her. . . .

Dee has grades I and II (20 pupils) in La Lima, where there are four teachers. Lima is very nice, and about sixty miles inland. There are a lot of American families there, it being the headquarters for the Honduras Division.

I (Estelle) have grades IV, V, VI and VII at Cortes. The other teacher here is the wife of the port manager, and has the first three grades. There are very few Americans here, as this is just a port settlement. In my room, I have four American children and 12 Spanish children. They all speak English very well. Of course, we follow the American courses in all the schools. Each grade has a different course in every subject—none of it is correlated, nor do any of the grades work together in any subject. The hours here are from 8 a.m. until 11 a.m., and from 12:30 until 3:30. Lima dismisses at 3 in the afternoon. Primary work is identical to ours—same texts etc. . . .

The money system is not hard to learn. They use lempiras and centavos. A lempira is equal to our 50c piece, and a centavo would be half

(Continued on Page 48)



Jic

DANCE WITH ME

By MARJORIE LEE

A complete book of dances and rhythms for all grades of the Elementary School and the Junior High School. Each dance routine is complete with music and illustrations. The Physical Education teacher will find this book invaluable.

The book is arranged for the convenience of group workers, parents, student teachers, and youth leaders, who often find themselves in the willing, but demanding dual role of dance student and teacher of dance. Included are: **Singing games** for little people; **simple national dances** for youngsters **mixers** or oldsters' parties; **square dances**; **chants for skipping**; suggestions for creative dances; and ball and hoop rhythms.

\$5.00

THE RYERSON PRESS
Toronto

THE NORTHERN REVIEW AWARDS

The editors of *Northern Review* are pleased to announce two prizes of a hundred dollars each, one for poetry and one for fiction, to be awarded on the basis of work published in the magazine during the coming year. These prizes have been made possible by the generous donations of persons interested in encouraging Canadian writing.

The judges for the poetry award will be Dr. A. J. M. Smith, editor of *The Book of Canadian Poetry*, Mr. Alan Crawley, editor of *Contemporary Verse*, and Prof. L. A. MacKay, Canadian writer now professor of classics at the University of California. The judges for the fiction award will be Dr. H. G. Files, head of the Department of English, McGill University, Mr. Earle Birney, well-known Canadian writer, and Professor Douglass Clarke of the faculty of Sir George Williams College.

The following conditions apply to both contests:

(1) The award for poetry will be made to the author of the best poem or group of poems accepted by the editors and published in one of the next six issues of *Northern Review*, beginning with the issue for October-November, 1949, and ending with the issue for August-September,

1950.

The award for fiction will be made to the author of the best short story or selection from a longer work of fiction accepted by the editors and published in the magazine during this same period.

(2) Any writer born or domiciled in Canada is eligible.

(3) There are no restrictions on the theme or form of the material submitted.

(4) Poems may be of any length, but fiction must not exceed 6,000 words.

(5) Manuscripts previously published will not be considered.

(6) The same author is eligible for both awards.

Manuscripts may be accepted for publication at any time between now and July 15, 1950, the deadline for contributions to the issue of *Northern Review* for August-September, 1950. They should be addressed to The Editor, *Northern Review*, 2475 Van Horne Ave., Montreal, Quebec, and must be accompanied by a stamped, self-addressed envelope.

Anyone desiring further information should write to the editor at the same address.

(Continued from Page 47)

a cent. American money is just as common here as their own, and is accepted anywhere. Our salary is paid in American 50c pieces! Just try carrying around a hundred dollars' worth of them! To overcome this inconvenience, the employees can sign credit slips at any company place for anything at all, even a coke. At

the end of the month, it is all deducted from the cheques. One would be quite rich if he couldn't sign his name. . . .

Have heard several reports of snow in Alberta, and as we mopped our foreheads, and banged the mosquitoes, we thought it sounded good.

Sincerely,

DEE and ESTELLE.

(Doreen Mason and Estelle Allan)

What Is Education?

(Continued from Page 12)

present to you a picture, imaginative, but in accord with the facts of history and experience." He pushed his chair back, and stood a few feet from the table. His face betrayed a deep emotion. His voice became wonderfully soft and irresistibly appealing. The college men had been interested; they were now spell-bound. He raised his hand and went through the motions of drawing aside a curtain.

"Gentlemen," he said, "may I introduce to you a young Galilean who is a master-builder—Jesus of Nazareth?"

It was a weird act. The silence

became oppressive. As if addressing an actual person of flesh and blood, he continued: "Master, may I ask you, as I asked these young men, whether there is anything in this room that you could make with your hands as other men make them?"

There was a pause, a brief moment or two, then, with the slow measured stride of an Oriental, he went to the end of the table, and took the tablecloth in his hand, and made bare the corner and the carved oak leg of the great table. In that position he looked into the faces of the men, and said:

"The Master says, 'Yes, I could make the table—I am a carpenter'."

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(Continued from Page 39)

are one or more questions in the minds of pupils which can be answered by a study of the film. A list of such questions may be gathered before the actual showing of the film, an outline of major points may be made, or other variations of this general method may be used. There are often hundreds of things to be seen in viewing a film. Provision should be made for members of the class to observe some of the most significant of them.

4. *Methods of Projection:*

A film can be projected as a whole or by parts. Most teachers will do both. An initial projection of the entire film will give the pupils a survey of the topic, but not necessarily a complete comprehension of all the parts. It will arouse interest in pupils, provoke discussion, reveal lack of knowledge and develop a desire to know more. As most instructional films can readily be divided into units, it is possible to give more detailed attention to these parts through a second projection of each of the units, with frequent pauses to raise or answer questions. Finally, if time permits, the whole film may be projected again as a review of the subject under study.

Teachers frequently raise the question as to whether the film should be projected at the beginning or at the end of a unit of study. This cannot be answered categorically. If the purpose is to arouse interest, to provide an over-all view, to furnish concrete experience, to raise questions, it should be shown early in the instructional period. If the purpose is a detailed study of the subject matter of the film, it can be shown sometime after the unit

has been complete. The time of projection will depend on these and perhaps other factors.

Another question frequently raised is how many reels (by a reel is commonly meant 400 feet of film) should be shown during a class period. This, again, depends on many factors. Older children can grasp more of a film than can younger children; brighter children may profit more than those who are slower if the film is one containing difficult subject matter. It is safe to assume that children in the lower grades should not be shown more than one 400-foot reel of film in a class period of 40 minutes, and even this may be excessive. In all probability, they will not grasp everything in the film during this time, and the film should be repeated. It is possible that the length of the projection time can be increased in high school. This, however, depends largely on the nature of the film. The teacher should constantly avoid using too much film in a period.

Again, teachers ask whether they should talk during a film showing or wait until the projection has been completed. This question, like the others, cannot be answered categorically. Usually it is better that the first showing should be uninterrupted. There may be exceptions to this rule. On following showings probably the most effective method is to stop the projector to discuss points rather than to chatter as the film is projected. It should be remembered that the motion picture film is a vehicle of communication in itself; it becomes a teacher for the time it is used in the classroom. Too much interruption, or too long interruptions, may destroy the thread of its presentation. Therefore, perhaps the rule should be: enough discussion and explanation before the film is finished, but be careful not to inter-

rupt the film presentation more than is necessary.

A word of caution must be included on the allotment of time for film projection. It frequently happens that teachers get into the heart of projection only to hear the bell ring, closing the class period. This interruption may do much to deaden the good effect resulting from the use of films. The teacher should so proportion his time that provision is made at the end of the period for discussion or for the raising of important questions which will be given more attention later.

The chief object is to obtain accurate, vivid understanding of the meaning of words used to identify ideas and experiences which are portrayed in the film. This means that careful discussion, explanation, questioning and sometimes further investigation should follow the actual showing of the film.

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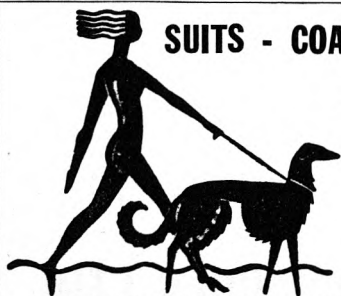
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News from Our Locals

ACADIA

W. Yake, Guest Speaker

The local invited Wellington Yake, chairman of the Acadia School Division as their guest to the Hanna Convention. In expressing his appreciation, Mr. Yake stated that he would return to his board with a much clearer understanding of problems that face the teachers, and that this understanding would aid in a harmonious relationship.

At a meeting of the local, John Charyk was returned as president; Lydia Hertz of Acadia Valley elected secretary; H. Gish, councillor; and E. W. Person of Esther, press correspondent.

BASHAW

To Study A.T.A. Organization

The suggestion that the sublocal make a study of the organization of the Alberta Teachers' Association met with the approval of the members at their first meeting.

The Code of Ethics and the electoral ballots were discussed and plans were made for a social evening on December 16.

Officers elected were M. Bartman, president; Mrs. Scott, vice-president; Edna Gish, secretary-treasurer; Mary Fuchs, press correspondent.

BEISEKER

Active and Enterprising

The Beiseker Sublocal wishes to serve notice to Alberta that it is again moving toward a constructive and entertaining year. On October 19 we gathered at the home of Margaret Weisgerber, and, although only 60% of the members were able to attend, we organized our executive and planned some activities. After the meeting the group was entertained by recordings and tall stories; the latter were given by the retiring president, Tom Murray.

The officers for the new year are Mary Cox, president; F. Plante, vice-president; Florence Macdonald, secretary-treasurer; L. W. Bunyan, press correspondent; G. Anderson, councillor; M. Weisgerber and M. Clappison, lunch conveners.

BENTLEY-ECKVILLE

Plan Monthly Meetings

The sublocal held the first meeting on October 12 at Bentley.

Mr. Ingram was elected president; D. W. Davies, vice-president; Olive Vold, secretary-treasurer; A. W. Bruns and E. A. Read, councillors.

BERRY CREEK

Isolation Difficulties Discussed

Nine teachers were present at the first meeting of this local held during the Convention.

Eric Ansley, guest speaker at the convention, gave members some very helpful suggestions in overcoming the many difficulties encountered in this district, where schools are isolated.

Officers elected were president, R. L. Rhine; secretary-treasurer, E. Funnel; councillor, Mrs. Robb; press correspondent, Mrs. A. Barton.

BONNYVILLE-ST. PAUL

Unqualified Success

Over 160 teachers of the Bonnyville and St. Paul Locals met recently to hold their annual convention. Deputy Mayor W. Conroy welcomed the teachers to the town of St. Paul. William Gullion, chairman of the St. Paul Divisional Board, in addressing the teachers, saw the important part teachers play in molding the characters of the pupils under their charge. Edmond Desmarais of the St. Paul Board stressed the importance of the convention as a means of discussing common problems of teachers and improving teaching standards. Convention Chairman J. A. Beauregard

(St. Paul representative at the Banff Workshop) outlined to teachers the procedure to be followed in workshop sessions.

Ivan Nicholas, superintendent of schools, Ladue, Missouri, as guest speaker addressed teachers on the nature of the learning process and on the needs of children. Dr. Nicholas saw three learning patterns as evident, (1) that of drawing upon past experience, (2) the Gestalt pattern of learning, (3) regression.

An innovation was attempted this year as the sessions consisted of workshop activities instead of the usual addresses. The teachers enjoyed this type of convention and the group chairman endeavored to have every one in each group participate. The topics selected for the various workshop sessions were arts, athletics, enterprise, science, mathematics, and language.

Another feature of the two-day gathering was a Guidance Clinic demonstrated by a group of teachers under the chairmanship of J. V. Jacobson, supervisor of Instruction for the St. Paul School Division.

Eric Ansley explained several electoral ballots that were voted upon. He, along with the superintendents present, expressed satisfaction at the attendance and conduct of the convention.

At a banquet organized by the ladies of Ste. Anne, His Grace, Archbishop M. Boudoux, Rev. R. G. Beairst, Messrs. Watts and Sweet of the Department of Education, Dr. Nicholas, and Mr. Ansley entertained the guests with inspiring and amusing addresses, under the chairmanship of Fabian Milaney of Cold Lake.

Officers of the convention were honorary presidents, Superintendents R. J. Racette and J. L. Sylvestre; president, J. A. Beauregard; vice-president, F. P. Milaney; secretary-treasurers, Paul Duteau and Stanley Mastalish.

BYEMOOR-ENDIANG

Worried About Overcrowding

The sublocal was organized on October 12 with the following as officers, W. Hayhurst, president; G. W. Poitry, vice-president; G. Lewis, secretary; J. Higgins, councillor.

Regular monthly meetings will be held the second Wednesday of every month, in the various schools of the sublocal.

A discussion was held on the present overloading of many classrooms. It was the feeling of the members present that these conditions should be overcome as quickly as possible.

CALGARY RURAL

Teachers in Calgary Rural Local have had to date a very busy year. In September they had as guest speaker a representative of the Provincial Guidance Clinic.

On October 14 the following executive was elected; president, H. H. Mumby; vice-president, M. V. Anderson; secretary-treasurer, L. D. McDougall; press, H. E. Williams; representative to City Council, George Staal; councillors, J. Folkard, A. White; sports committee, J. Folkard, E. Leppard; convention representative, B. Schraader; salary negotiating committee, H. H. Mumby, M. V. Anderson, G. Staal, J. Folkard, M. W. Grant, J. S. Pogson. This meeting was addressed by Betty Mitchell of Calgary.

Following the teachers' convention for Calgary District, the teachers held their annual business meeting. Proposed amendments to Bylaws 62, 63, 64, 65, and 66 were earnestly and heatedly discussed. Teachers felt that the wording of the amendments was indefinite in most cases.

CHIPMAN

Sublocal Executive

The officers elected at the reorganization meeting on October 20 were J. Koziak, president; E. Hale,

vice-president; Mrs. J. Koziak, secretary-treasurer and press correspondent; Peter Tym, nominating committee; Mrs. Doris Tym, auditing committee; Mr. Kalowsky, resolutions committee; H. Savchook, councillor.

CLOVER BAR

Blue Cross Plan Considered

With Chairman V. R. Nyberg presiding the executive of the local met at the Masonic Temple to discuss the Blue Cross Hospitalization Plan. A two-point course of action was planned. Letters and cards explaining the plan were sent to all the teachers in the division. (The cards when returned to the executive will indicate the possibility of the plan's adoption.) Also, a committee headed by W. Fors met the officials of the Blue Cross to agree on all details in the event that the plan is approved.

The Clover Bar Local officials are V. R. Nyberg, president; H. F. Chit-tick, vice-president; Mrs. B. Clink, secretary-treasurer; V. Roos, W. S. Elliott, Mabel Geary, councillors; A. E. Hohol, press reporter; Mrs. E. Hough, festival coordinator; G. W. Riese, track meet coordinator; W. Fors, R. B. Marsh, M. J. Luchavitsky, salary committee.

Powell Talks on England

Fifteen members of the Clover Bar Sublocal held a meeting on November 19.

It was our privilege to have A. J. H. Powell, principal of McCauley School, Edmonton, as our guest speaker. In a very interesting manner and with the use of many beautifully-colored slides, Mr. Powell gave us a true picture of the life of the people of England today.

A short business meeting followed.



Teachers of Berry Creek, Acadia and Sullivan Lake Locals meeting in convention at Hanna on November 3 and 4, 1949.

It was decided that our regular business meeting of December would take the form of a bowling party.

COALDALE

No Festival This Year

Twenty-three members of the sublocal met November 7. President Baldwin opened the meeting for discussion of musical festivals. There seems to be a lack of musical talent among the teachers which hinders several of the schools from having an active interest in such an enterprise. It was decided not to hold a sublocal festival. Any contestants will enter in the Southern Alberta Musical Festival held in the early spring.

Salaries were discussed but no definite conclusion was reached regarding them.

The program committee showed two interesting and appropriate films, *Pop Rings the Bell* and *Barbara Ann Scott*.

COUTTS-MILK RIVER

Reorganize November 7

A reorganization meeting of the sublocal was held November 7 with 14 teachers present. Officers elected for the coming year were president, E. Rivers; vice-president, D. W. Sullivan; secretary-treasurer and press correspondent, Marion Dacyk of Coutts.

Regular meetings will be held on the first Monday of each month.

CORRESPONDENCE SCHOOL BRANCH

Honors to Students

Winners have been announced in the Creative Writing Competition for Alberta schools, 1948-49, sponsored by the University of Alberta's Banff School of Fine Arts and the Provincial Chapter of the Imperial Order Daughters of the Empire.

Dorothy Campbell and George Ryga were awarded \$100 Writers' Conference Scholarships in a creative writing competition. Fourteen other

individual awards were made to students.

The two above mentioned students are taking their courses this year by correspondence. Five of the 14 other awards were won by correspondence students. Three of the four correspondence students who won awards have taken all of their formal instruction for the past three years through the Correspondence School Branch. The students who are to be commended for their achievements are George Ryga, Richmond Park; Dorothy Campbell, Warwick; Merry Andreeff, Fairview; and Leila Ford, Leighton.

CZAR-HARDISTY

Plan Year's Activities

A tentative program for the year was drawn up at the first meeting of the sublocal on October 25. This includes the study of the Bylaws of the Alberta Teachers' Association, the Code of Ethics, professional books, a teachers' rating scale, and films and film strips. Some time at each meeting will be devoted to pupil and course progress. A real effort will be made to make each meeting interesting and informative.

Officers elected were Claude May, president; Edith Olson, vice-president; Elizabeth Austin, secretary-treasurer; John Fabian, press correspondent.

DEL BONITA

Mrs. Wood Gives Talk

October 27 saw the first meeting of the sublocal at Jefferson. The 1949-50 executive are H. O. West, president; B. Steed, secretary-treasurer; G. Jensen, delegate to St. Mary's River Local.

Mrs. Wood gave an informative talk on "The Pupil and His Growth" taken from Bulletin I.

DERWENT

Free Reading Discussed

An institute meeting of the sub-

local was held on October 21, with W. C. Bober presiding. A very successful informal discussion on free reading, led by J. W. Melnyk took place.

The following ways of encouraging free reading were brought out: a record or chart of all free reading should be kept; advertising and displaying good reading material will encourage free reading; easy reading material should be given to slow and poor readers to arouse their interest; central libraries should be set up; interest of parents in buying good books for children should be aroused.

F. Hanocho, superintendent of Two Hills School Division, then spoke on the function and work of the Guidance Clinic for problem children.

D. S. Chrapko spoke on public relations and journalism. A discussion on increasing provincial grants towards education followed.

Derwent's 1949-50 executive includes W. C. Bober, president and festival representative; S. Nikiforuk, vice-president; Alice Oneschuk, secretary-treasurer; J. W. Melnyk, councillor; S. J. Wysocki, press correspondent; Anne Leskiw, Mrs. Onen-chuk, M. Charuk, social conveners.

EDSON

M. D. Meade, H. Dakin and Dorothy Burleigh were elected president, vice-president, and secretary-treasurer respectively of the Edson Sublocal. Jean McGillis is the press correspondent, and John Reid, councillor.

The regular meetings of this group will be held the first Wednesday of each month.

EVANSBURG - WILDWOOD

Question Box—New Idea

The sublocal held a meeting at Donahoo on October 22.

After the business routine the matter of program for the year's meetings was discussed. It was decided to have a question box for next

month—each member to present some problem.

FACULTY OF EDUCATION

Calgary Branch

Whitford Heads Active Group

With headquarters in a commanding position overlooking the city of Calgary, this local boasts of a membership of 253, all students of the Calgary Branch of the Faculty of Education, from as far afield as British Columbia, Saskatchewan, and the United States. One hundred and fifty of these are taking the one-year course leading to the Junior Elementary and Intermediate certificate, and the remainder are at various stages of their B.Ed. degree.

Social activities have included a country style dance, a "fall frolic," and the first of a series of film.

Those elected to office were president, Jim Whitford; vice-president, Jim Twa; recording secretary-treasurer, Glenn Bilton; corresponding secretary, Lois Gell. The Student Council executive is president, Emergy Gruninger; vice-president, Ted Boyko; secretary, Howard Ambury; treasurer, Mike Sirdiak.

FORESTBURG - GALAHAD - ALLIANCE

D. McLeod, President

Twenty-one members were present at the meeting of the sublocal, which elected the following officers: D. McLeod, president; S. Mallet, vice-president; Irene Spady, secretary-treasurer; I. Birdsell, councillor; Inez Erickson, press reporter. Matters pertaining to a track meet and music festival were discussed. Mrs. Helen Erickson was elected chairman of the festival committee, and other members of this committee are Mrs. F. Oberg and Mrs. E. Lysne.

GRANDE PRAIRIE

Fall Convention

Almost 120 teachers registered at the convention held in Beaverlodge

on September 28 and 29. Guest speakers at this convention included Ivan C. Nicholas, A. A. Aldridge, Eric C. Ansley, A. W. Reeves, T. C. Byrne, Stan Hambly, and Ivan Sheppy.

New officers for the year are Edward MacNeil, president; Kenneth Dane, vice-president; Sr. M. of St. Lucy, secretary-treasurer; Mrs. Paterson, Mrs. Lundblad, F. C. Toews, councillors; J. McLean, H. Sherk, F. C. Toews, V. Lopushinsky, Mrs. Moody, salary negotiating committee.

Book Review Given

After a short business meeting of the sublocal, Mrs. Carlisle gave a splendid book review on *Cry The Beloved Country* by Alan Paton.

Officers for the sublocal are J. B. Fisher, president; Sr. M. of St. Joseph Austin, vice-president; Doris White, secretary-treasurer; Mrs. Ross Ford, press reporter.

It was decided to hold meetings on the first Friday of each month.

HOLDEN

Sixteen teachers met on October 6 to reorganize the sublocal. New officers are Mrs. Parker-Nordon, president; A. Gordey, vice-president; Lena Kachur, secretary-treasurer; Mrs. Ogradnick, sublocal representative; A. Gordey, sports representative; Muriel Barlow, press correspondent; Olga Nay, E. Brown, Ila Moen, Mrs. Gordey, entertainment committee.

First on the agenda was a report by A. Gordey on last year's activities.

Lars Olson gave an enlightening talk on the work of the Central Executive and on fall conventions. Following this talk the group was shown a very good film.

INNISFAIL WEST

Women Head Organization

Nine teachers present at the November 9 meeting of the sublocal elected the following officers: Mrs. Florence Norman, president;

Mrs. C. Westergard, vice-president; Mrs. A. Dyrholme, secretary; Inez Gearhart, press correspondent.

General discussion on track meet equipment funds, and teaching problems contributed toward an interesting evening.

JASPER

Siddall Talks on Guidance

After the regular business at the sublocal meeting on November 16, one of our staff members, T. A. Siddall, spoke to us on guidance. His talk was most interesting and enlightening. Student record forms were discussed.

Dora Doyle will be the speaker at the December meeting.

LAC STE. ANNE

Gimby, Carmichael, Speakers

Anne Carmichael, the district representative, and Marian Gimby, vice-president of the Alberta Teachers' Association, were guest speakers at the executive meeting of the local on October 29. During the question period, Miss Carmichael and Miss Gimby answered many questions concerning salaries and pensions.

LETHBRIDGE

Convention Report

A feature of the convention this year on October 6 and 7 was the application of the technique advanced at the Banff Workshop in the discussion of current problems in the junior and senior high school. In the junior high school section the topics discussed were, *Evaluation of Options and Remedial Work in the Junior High School, Public Relations, Co-operation of Schools and Community, Tests, Measurements and Records in the Junior High School*. On Friday afternoon these groups met as one and summarized their findings.

The senior high school section studied two main topics and sub-topics as follows: *Citizenship for Today and Tomorrow*, (a) Democratic

Student-Teacher Relationships, (b) Student Activities and Their Implications: *Problems and Techniques in Evaluating Non-examination Subjects*, (a) Point of View of the School, (b) Point of View of the Department of Education. Each group had a chairman and a recorder. On Friday afternoon the groups met as one, summarized findings and passed two resolutions—one re evaluation in non-examination subjects and the other re the establishment of a research bureau.

An outline of topics on Citizenship was given from which selection was made for discussion. Considerable interest developed around the value of student elections and citizenship ceremonies—such as the students' part in District Court, citizenship ceremonies in Lethbridge. School clubs proved a lively field for group study.

A highlight of the convention in general session was the address by Dr. M. E. LaZerte on *The Status of the Teaching Profession*. Several salient features of the LaZerte Report were forcefully emphasized.

To Remain In A.E.C.

It was decided at a meeting of the Lethbridge Local that the group should continue as a member of the Alberta Educational Council. A delegate will be sent to the general meeting in Edmonton.

A letter from J. H. Blackmore, M.P. for the Lethbridge riding, assured the teachers of support for federal aid for education.

LESLIEVILLE

The ten teachers of the sublocal who met at the home of Mrs. Olive on November 8 carried out a lively discussion on various educational radio programs, and suggested improvement of these. Audio-visual aids



A. O. Aalborg, principal of Rivercourse School, presents a gift to Dr. Selke, chancellor of the University of Montana, on behalf of the Alberta Teachers' Association at the banquet during the Vermilion Convention. J. A. Smith, Kitscoty, seen in the background, presided at the convention.

in the classroom were also considered.

MANNVILLE - MINBURN

Suggestions were made about the rally, festival and track meet at the November 9 meeting of the sub-local.

Officers elected were president and councillor, S. Chorny; vice-president, B. Henderson; secretary-treasurer, Lily Park; press correspondent, H. Yadowsky.

PONOKA

Sublocal officers elected on October 31 were president, Mrs. Martin; vice-president, Mrs. Ridell; secretary-treasurer, Miss Harman; press correspondent, Mr. Herlick.

It was decided to gather for a social and business meeting on the second Monday of each month and to invite Mecca Glen to attend these meetings.

PROVOST

Ansley, MacDonald at Meetings

Teachers from the Provost School Division attended the first local meeting in Camrose. Business included the election of officers, the voting on proposed Annual General Meeting resolutions, and the outlining of the year's work. Eric C. Ansley, general secretary of the Association, and E. G. MacDonald, superintendent of Provost School Division, addressed the group.

New officers include J. Fabian, president; J. Clipperton, vice-president; Gladys Siebrasse, secretary-treasurer; F. Paege, R. Fraser, councillors; L. Wenger, Mrs. Martin, O. J. Broemeling, J. Hammond, A. Ganser, salary negotiating committee; Edith Olson, press correspondent. A vote of thanks was extended to the retiring president, Mr. Broemeling.

RADWAY

The second meeting was held on

November 7 at the home of Mr. and Mrs. Bodnar. Three resolutions were presented by the councillor, who was instructed to contact the local M.L.A. regarding these.

Mr. Chykerda was appointed to work out a program of film strips.

A motion was passed that the divisional festival and track meet be cycled, with the festival to be held in the spring of 1950.

RED DEER

Meet at Convention

The meeting of the local association was held during the convention in Red Deer on October 17 and 18.

Teachers voted on and passed the Red Deer Local Constitution. Ten pertinent rules to follow in conducting sublocal groups were printed and distributed.

After dealing with seven electoral ballots which were sent from Head Office, the following slate of officers were elected: president, Dorothy Manual; vice-president, George Brahm; secretary-treasurer, Marion Doan, Innisfail; councillors, D. C. Dandell, James Marshall, G. D. O. Carr; press representative, D. A. Prescott.

Allen Reports

Officers elected at the October sublocal meeting were president, C. B. Moore; vice-president, W. P. Smith; secretary-treasurer, M. Heywood; program committee, Elsie Thompson, T. A. Bickell, D. G. Dandell; social committee, Bernice Bell, Hilda Soderman, D. Fitzsimmons, Mrs. Jevne; press representative, D. A. Prescott.

Following the election, A. A. Allen gave a resumé of the formation of the Alberta Teachers' Association, and pointed out clearly how it functioned from the sublocals to the locals to the general organization.

RYLEY

Oppose Central Festivals

Although attendance was small at

Ryley's reorganization meeting October 15, it was enthusiastic. The members discussed, at length and with considerable spirit, various topics, the chief of which were festivals and pensions.

They decided unanimously against returning to the old type of central festival. The majority were of the opinion that, since amateur programs acted as miniature festivals and other programs such as Christmas concerts provided opportunity for the development of talent, that phase of school life is not neglected. Alternating track meets and festivals would be hard to carry out with any degree of success.

Members were in favor of teacher contributions to the Pension and Benevolent Fund for those who won't receive full pension, but felt that the government should help.

Other subjects such as the track meet were discussed, but action was deferred.

Officers elected were Harold Parsons, president; Mrs. A. Thorsley, vice-president; Mrs. J. D. McDonald, secretary-treasurer; J. D. McDonald, councillor to the Holden Local and sports representative; and Margery Ramsay, press correspondent.

SEBA

Three meetings have been held by the Seba Sublocal. The first was held at the home of Mr. and Mrs. John Milner.

The second was at Wabamun, where the following were elected: P. Cox, president; Mrs. Phipps, vice-president; Miss Parnham, secretary-treasurer; Mrs. Thomson, press correspondent. Miss Parnham was nominated councillor at the third meeting, held at the home of Mrs. E. Laws.

Meetings are held the first Thursday of every month.

SPIRIT RIVER - RYCROFT

The October dinner-meeting of the December, 1949

sublocal featured typical Canadian dishes served by Mrs. E. Hartwell.

Plans were laid to print a monthly newsletter designed to acquaint individuals and sublocals with local and Central Executive activities. Other business included music festival arrangements, preservation of historic sites in the Peace River Area, and continuance of the sublocal book club.

Reports on the Dawson Creek convention and school building were given by Mrs. E. Hartwell and Mrs. J. S. Farewell. Ethel Fildes reported on the Banff Workshop.

STONY PLAIN

Business at the November nineteenth meeting of the Stony Plain Local included discussion of various topics. A motion was passed that the size of the fall convention should be reduced. It was decided also that the president of the local should contact all members with regard to this motion.

Councillors from the sublocals were pressed to promote research in their groups with the aim of improving the standard of English in the schools in the local.

STRATHMORE

A tentative plan of a guidance program that could be used at the meetings this year was presented to fourteen Strathmore teachers by John D. Bracco at the October fourteenth meeting of this sublocal.

M. MacLeod, superintendent of Wheatland School Division, dealt with the proposed testing program of guidance and gave the teachers an opportunity to examine the tests.

Other business included a report by S. H. Crowther on the last meeting of the Wheatland Local, and the assignment to the teachers of the revision of the School Fair Prize List.

SUNDRE

At a meeting of the sublocal on

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November 16, the topic of discussion was the advisability of the early adoption of a provincial salary schedule. The meeting voted unanimously for a schedule which would reflect economically true professionalism, believing that a minimum of \$1,800, and a maximum of \$5,000 after six years of training, was essential for that objective.

The meeting was well attended and a new executive was chosen, J. Weir being elected president; B. Spaner, press correspondent; Ruth Cook, secretary; G. Scarlett, councillor to Olds Local.

SWALWELL - ACME

Swalwell-Acme's September meeting centered around the election of the 1949-50 executive. The president is S. Semenchuk; vice-president, Hugh McCall; secretary-treasurer, E. Leinweber; press correspondent, M. Hopkins. At the meeting Roland Ward gave an interesting report on the Banff Workshop.

The November seventh meeting of the sublocal was held at the Antler School with 12 present.

There was a discussion on points of interest arising out of the fall convention: (1) the size of the convention which eliminates any work or discussions in small groups, and (2) the matter of ballots which were to be voted upon at the convention.

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The remainder of the meeting was spent in talking over worthwhile questions handed in by the teachers.

Beiseker will be invited to the next meeting.

TABER

Federal Aid Discussed

The executive of the local held its first meeting on October 21 in Taber.

It was decided at the meeting that teachers in the province would be well advised to start campaigning for further government sponsorship of partial educational costs.

Also discussed was the possibility of securing aid from Head Office in persuading local radio stations to carry school broadcasts. As yet neither CJOC nor CHAT in Medicine Hat has been willing to include these broadcasts in their schedules.

TWO HILLS

New Guidance Clinic

Twenty-four members and Superintendent F. Hannonchko were present at the second meeting of the sublocal on November 4.

Mr. Hannonchko gave a talk on the Guidance Clinic. A permanent Guidance Clinic has now been established and will visit the town of Two Hills four times a year. Its purpose is the guiding of problem children. It is hoped that they shall benefit from visiting this clinic.

The results of the grade 7 and 10 Spelling Tests administered last June were discussed. The results show that the grade 7 students of Alberta who participated in this test made scores slightly above established norms and the grade 10 students made slightly lower scores than the established norms.

The good and bad points of last year's tests were commented upon, and the sublocal project for this year was decided on. It was decided that the sublocal will again work on the Language Tests for all grades. Teachers were appointed to compile

the tests for the different grades. The first test is to be administered during the week beginning January 16.

VERMILION

Record Attendance

Attended by 212 teachers, practically 100 percent of the total number, the annual convention of the locals of Wainwright, Vegreville, and Vermilion, held October 20 and 21, proved a very successful one. Replete with outstanding addresses, discussion groups, periods for school direction and management problems, with two social interludes, the program was filled with interest for everyone.

Leading addresses were by George E. Selke, chancellor of the University of Montana, who spoke at the banquet Thursday evening and again at a public session on Friday afternoon. W. H. Swift, Deputy Minister of Education, also addressed an open meeting at the Friday session.

Elections resulted as follows:

Wainwright—President, D. H. Gunn, Irma; vice-president, R. MacCrimmon, Chauvin; secretary-treasurer, L. Adams, Wainwright; councillors, I. S. Reeds, Irma, and J. Woleshyn, Edgerton; conference committee, G. C. Welsh, Edgerton, C. Cromie, Wainwright, D. H. Gunn, Irma.

Vegreville—President, G. Kravetz, Ranfurly; vice-president, S. Olsenberg, Mannville; secretary-treasurer, J. Finlay, Vegreville; councillors, G. Kravetz and Harold White, Minburn; conference committee, A. Adams, Lavoy, Mr. Wm. Bushko, Buffalo Coulee, Mr. Al. Fedoruk, Warwick.

Vermilion—President, Jas. Smith, Kitscoty; vice-president, Frank Walker, Vermilion; secretary-treasurer, Clark Richardson, Paradise Valley; councillors, Jas. Smith, M. F. Smeltzer, Vermilion, Clark Richardson; conference committee, Jas. Smith, Clarence Killeen, Vermilion,

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The following committee was appointed to arrange for the teachers' convention for the three divisions in 1950: Past president, Jas. Smith; president, H. G. Teskey, Wainwright; vice-president, M. F. Smeltzer, Vermilion; secretary, S. Olsenberg, Mannville.

VULCAN

Vital Issues Considered

A careful discussion of the electoral ballots was carried out at the November meeting of the sublocal. The latest newsletter from Head Office was read by H. E. Kumlin.

K. C. McPherson, as a member of the salary negotiating committee, asked for and received suggestions as to how salary schedules could be improved.

WASKATENA

New Executive

George Shapka was elected president of the Waskatenau Sublocal.

Other officers are vice-president, John Meleshko; secretary-treasurer, E. Tufts; councillor, Wm. Nekolai-chuk; and Mrs. J. Hawrelak heads the program committee. Mrs. A. Kra-hulec is press correspondent.

WILLINGDON

Aid for "Problem Child"

F. Hannonchko, superintendent of the Two Hills School Division, was guest speaker at the meeting on October 27, and he enlightened the body of teachers present on the Guidance Clinic which is being held in the school division periodically. "Any child that is the teacher's concern in the classroom is a case for the Clinic," said the superintendent.

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